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ABSTRACT

This directory contains information on selected early childhood projects sponsored by the Office of Special Education Programs (OSEP) of the U.S. Department of Education. Among the projects included are training grants under the Division for Personnel Preparation, research grants under the Division of Innovation and Development, research grants under the Division of Educational Services, and projects within the Handicapped Children's Early Education Program. The directory also lists key personnel within each state who administer the Preschool Grants Program and the Program for Handicapped Infants and Toddlers under the Education of the Handicapped Act, as amended. The directory is organized into three sections: (1) the introduction provides an overview of OSEP early childhood programs, their purposes and activities, and a brief discussion of P.L. 99-457 for federal and state efforts in planning and implementing early childhood and related services; (2) the directory section, organized alphabetically by state or governing entity, contains a one- or two-page quick reference listing of projects within each state (including address, telephone number, and key personnel), followed by a half-page abstract for each OSEP project within that state; and (3) the index provides a guide to federal projects arranged according to program category. (VW)

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1987-88 Directory *of* Selected Early Childhood Programs

sponsored by
Office of Special Education Programs (OSEP)
U.S. Department of Education

Produced for OSEP by
National Early Childhood Technical Assistance System

EC 210303

BEST COPY AVAILABLE

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June 1988

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PREFACE AND USER'S GUIDE

Preface

This document, produced by the National Early Childhood Technical Assistance System (NEC*TAS) for the U.S. Department of Education, is a directory of selected early childhood projects sponsored by the Office of Special Education Programs (OSEP). Included among the OSEP projects covered are training grants under the Division for Personnel Preparation (DPP), research grants under the Division of Innovation and Development (DID), research grants under the Division of Educational Services (DES), and projects within the Handicapped Children's Early Education Program (HCEEP) of DES. The Directory also lists key state personnel who administer the Preschool Grants Program (Section 619) and the Program for Handicapped Infants and Toddlers (Part H) under the Education of the Handicapped Act, as amended.

The Directory is organized into three sections:

* The **Introduction** provides an overview of OSEP early childhood programs, their purposes and activities, and a brief discussion of the implications of P.L. 99-457 for federal and state efforts in planning and implementing early childhood and related services.

* The **Directory** section provides more detailed information about OSEP and state projects. Organized alphabetically by state or governing entity (e.g., Guam, Puerto Rico, District of Columbia, etc.), this section contains a one- or two-page quick reference listing of projects for each state (including address, telephone number and key personnel), followed by a half-page abstract for each OSEP project within that state.

* The **Index** provides a guide to federal projects arranged according to program category.

The information contained in this document represents the best information available at press time. Abstracts for DPP and DID grantees were adapted from material provided by OSEP. Abstracts for DES institutes and HCEEP projects were derived from project proposals or, for continuing projects, from the previous year's project abstract.

The 1987-88 Directory is a contractual publication by NEC*TAS under its four-year agreement with OSEP. The goal of the annual directory is to provide broad-based information on OSEP and state efforts in early childhood and related services, which can be used by persons directly or indirectly involved in these efforts. Families may use this document to locate programs that are appropriate for their child's needs. Service providers may use this document for networking or collaboration with other professionals. Lawmakers, administrators and policymakers may use this document as an overview of the national network of activities sponsored by OSEP.

OSEP and NEC*TAS hope that the 1987-88 Directory will stimulate further interest in the special needs of children with or at risk for handicaps and their families, and encourage greater national, state and local collaboration in meeting these needs.

User's Guide

This document provides descriptions of selected OSEP projects and their primary activities, and information to assist readers in contacting these projects. This information is organized by state, but also may be accessed by program category.

Within the Directory section, addresses are listed separately from project abstracts. This structure provides readers with a quick overview of projects active within a given state, while reserving maximum space in project abstracts for descriptive information. Project abstracts for a given state appear on the pages immediately following the listing page.

Listing pages are arranged in three columns, as follows: state personnel (Section 619, Part H, Chair of Interagency Coordinating Council) in the left-hand column; DPP and DID grantees and DES institutes in the center column; and HCEEP projects in the right-hand column. For states with numerous OSEP projects, the HCEEP listings may extend to a second page. Within each program category, projects are listed alphabetically by city, and within city, by project name. (See Figure 1 for an example of a listing page.)

Figure 1
Sample Listing Page (Maryland)

MARYLAND

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Abstracts for OSEP projects are organized according to program category, in the following order: DPP grantees, DID grantees, DES institutes, and HCEEP projects. Within each program category, abstracts are arranged alphabetically by project name. Each abstract designates the program category to which it belongs; for HCEEP projects, subcategories (e.g., community involvement projects, outreach projects, etc.) also are designated. Abstracts are one-half page in length and are printed two to a page within state segments. (See Figure 2 for an example of a project abstract.)

Information in the directory section may be accessed by state or by program category. Readers who wish to locate information about a given state's projects should refer to the Table of Contents, which lists each state or governing agency and the beginning page for that state's segment.

Readers wishing to locate information about particular categories of federal programs should refer to the Index. For each program category, the Index indicates the states in which such projects are located and the number of projects within that state. The HCEEP category is further subdivided according to project type: community involvement, demonstration, inservice training, least restrictive environment, nondirected/experimental, outreach, severely handicapped infant, and technical assistance.

Figure 2
Sample Project Abstract (Hawaii)

Preschool Preparation and Transition (PPT) Model

HCEEP Least Restrictive Environment Project Funding Period: 1986-89
Fiscal Agency: University of Hawaii

MAJOR GOAL: To develop a service delivery model to prepare handicapped infants, families, and professionals for least restrictive preschool environments.
TARGET POPULATION: Infants, birth to age 2 years, with mild to severe handicaps, and their families. Most participants come from minority ethnic groups.
PROGRAM: Infants meeting established state criteria attend a center-based program for one and one-half hours per week. Individualized development plans are implemented by staff at the center and by parents in the home. The curriculum focuses on skills needed for successful preschool placement in a mainstreamed environment. After transition, infants receive itinerant services as needed. Parent participation in the transition process is actively encouraged, and the project provides training to increase parent skills, promote awareness of legal issues, and assist in planning for the future. Handbooks and consultant services are provided to aid parents in securing and advocating for appropriate preschool placement for their child.

INTRODUCTION

The Office of Special Education Programs (OSEP), of the Office of Special Education and Rehabilitative Services in the U.S. Department of Education, administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. These programs sponsor demonstration, outreach, research, training, and personnel preparation projects, and research institutes.

This directory reflects selected projects operating under OSEP through the Division for Personnel Preparation (DPP), the Division of Innovation and Development (DID), and the Division of Educational Services (DES), which includes the Handicapped Children's Early Education Program (HCEEP). The document also lists the key state personnel who are responsible for administering the two state initiatives for at-risk and handicapped young children and their families: the Preschool Grants Program (Section 619) and the Program for Infants and Toddlers with Handicaps (Part H). Descriptions of these programs follow.

Division of Educational Services (DES)

The Division of Educational Services (DES) administers a number of discretionary and formula-grant programs. Those pertaining to early childhood initiatives include state programs for infants, toddlers, and preschoolers; the Handicapped Children's Early Education Program; research institutes; and technical assistance.

In 1986 Congress approved amendments to the Education of the Handicapped Act which reauthorized existing discretionary programs and introduced some new directions for federal and state efforts in early childhood special education and related services. The new legislation, Public Law 99-457, reflects a greater emphasis on personnel training in special education and on technical assistance and dissemination efforts, and changes the nature of the state programs.

State Initiatives

State grant programs were introduced in 1976, beginning with the state implementation grant (SIG) program, which was designed to help state educational agencies plan for the development and expansion of early intervention services for children with handicaps. In 1984, P.L. 98-199 instituted the State Plan Grant program, which provided funds from OSEP to state educational agencies or other appropriate state agencies to plan, develop and implement a comprehensive service delivery system for the provision of special education and related services to young children, birth through age 5 years, with handicaps.

The passage of P.L. 99-457 in 1986 has changed both the scope and extent of services to young children with handicaps. Services for preschool children, age 3 through 5 years, have been expanded, and a new discretionary program has been introduced to assist states in developing early intervention services for infants and toddlers (birth through age 2 years).

Preschool Grants Program (Section 619)

The Preschool Grants program is a state formula grant authorized under Section 619 of the Education of the Handicapped Act, Part B, to encourage state and local educational agencies to expand educational services to preschool children with handicaps, ages 3 through 5 years. The formula grant to a state is based on the number of identified children with handicaps, ages 3 through 5 years, who receive special education and related services. For fiscal years 1987, 1988, and 1989,* states also receive bonus funds based on the estimated number of additional preschool children with handicaps who will be served in the state. Beginning in fiscal year 1988, and thereafter, states must allocate at least 75% of the grant to local educational agencies and intermediate educational units for serving preschool children with handicaps. The state may retain up to 20% of the grant for planning and developing a comprehensive statewide service delivery system and for providing direct and support services to preschoolers, ages 3 through 5 years. The state may use 5% of the grant for administrative expenses.

Program for Infants and Toddlers with Handicaps (Part H)

The Program for Infants and Toddlers with Handicaps is a formula grant authorized by Part H of P.L. 99-457. The program is designed to assist states in planning, developing, and implementing coordinated, comprehensive, multidisciplinary, interagency statewide systems of early intervention services for children, birth through 2 years of age, and their families.

States desiring to participate in this program must appoint a lead agency and designate an interagency coordinating council. Activities during the initial years of participation must be designed to build a statewide system of early intervention services that, by the fourth year of participation, must include at least the 14 components defined by statute. These components are 1) definition of developmentally delayed; 2) timetable for services to all in need in the state; 3) comprehensive multidisciplinary evaluation of needs of children and families; 4) individualized family service plan and case management services; 5) child find and referral system; 6) public awareness; 7) central directory of services, resources, experts, and research and demonstration projects; 8) comprehensive system of personnel development; 9) single line of authority in a lead agency designated or established by the Governor; 10) policy pertaining to contracting or making arrangements with local service providers; 11) procedure for timely reimbursement of funds; 12) procedural safeguards; 13) policies and procedures for personnel standards; and 14) a system for compiling data regarding the early intervention programs. The system must be implemented fully by the fifth year (and for all succeeding years) for states to continue participation in the program.

Funding for the Program for Handicapped Infants and Toddlers is based upon census figures for the number of infants and toddlers in the general population. Allocations for each state are derived from this figure, with the

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* Fiscal year 1987, 1988, and 1989 funds apply to school years 1986-87, 1987-88, and 1988-89, respectively.

stipulation that no state will receive less than .5% of the funds available. Additional allocations are available for the Bureau of Indian Affairs and for the outlying areas.

Handicapped Children's Early Education Program (HCEEP)

The Handicapped Children's Early Education Program (HCEEP) was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with handicaps from birth through the third grade. In congressional hearings that led to the passage of the legislation establishing HCEEP, three major needs were identified for early intervention programs: 1) the need for locally designed ways to serve infants, young children, and their families, 2) the need for more specific information on effective programs and techniques; and 3) the need for distribution of visible replicable models throughout the country.

Two major assumptions underlying HCEEP were 1) that only through early intervention with tested and successful program models could best services be provided for children with handicapping conditions, and 2) that HCEEP should provide models of services rather than be a direct service delivery program. HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It also was intended to provide an opportunity to demonstrate the effectiveness of locally designed approaches and disseminate those ideas across the nation to other agencies that might choose to use the model rather than develop their own program.

Activities under the HCEEP program during the past 20 years have been multifaceted. The program began with 24 demonstration projects in 1968. HCEEP began funding outreach projects in 1972, to disseminate proven procedures and models, or components of models. Research institutes were added in 1977, to develop and analyze new information about early intervention and methods for enhancing services. To help projects and states achieve their objectives in early childhood services, HCEEP has funded technical assistance since 1971, through the Technical Assistance Development System (TADS), the Western States Technical Assistance Resource (WESTAR), the State Technical Assistance Resource Team (START), and, currently, the National Early Childhood Technical Assistance System (NEC*TAS).

Though wide geographic distribution of these projects has been emphasized throughout HCEEP's existence, the program has maintained its cohesiveness through HCEEP's growing emphasis on interagency and interproject networking. This cooperative approach, facilitated by national technical assistance, has fostered a cohesive national program and has helped to develop knowledge and expertise.

The passage of P.L. 99-457 has had a significant impact upon HCEEP activities. There is an increased need to focus upon the provision of support to states in their development of comprehensive services for children with handicaps, birth through 2 years of age, and their families, and in the expansion of services for children, age 3 to 5 years, and their families. Grantees in HCEEP have been encouraged to coordinate their project activities with the

state agency personnel responsible for administering these programs, and direct technical assistance is now provided to these agencies.

During 1987-88, HCEEP has funded 79 demonstration projects, 23 outreach projects, 3 research institutes, and a national technical assistance center. Activities of these projects are described below.

Demonstration Projects

Model demonstration projects have addressed a range of topics, including child identification and assessment; multidisciplinary intervention services for the child and family; interagency collaboration in the provision of services; family and professional collaboration; inservice training for child care professionals; service delivery models; coordination with public schools; curriculum development; and evaluation of child progress. More recently, several models have begun to demonstrate services for infants with special health needs and methods of collaboration between allied health and special education service providers. These projects are sponsored by private nonprofit agencies and organizations, local schools, universities, and state education agencies.

Demonstration projects have proven their effectiveness. An early study indicated that approximately 80 percent of the demonstration projects (and programs that replicated the demonstration models) continued to operate in their respective communities after their federal funding ended. The study also showed that many children learned one and one-half to two times the educational skills they would have been expected to learn without project experiences. These findings indicate that many young children with handicaps are capable of making greater gains in the crucially important early years than previous prognoses had indicated.

In 1987 HCEEP introduced priorities for demonstration projects in an effort to stimulate models in areas where new information or procedures were needed. The priorities focused on community involvement, the least restrictive environment, provision of integrated services, inservice training for early childhood, and services for severely handicapped infants and for infants with specific disabilities.

Outreach Projects

The outreach component has two goals: 1) to promote and increase high-quality services to preschool handicapped children, birth through age 8 years, and their families; and 2) to stimulate replication of innovative models, many of which were developed and refined during the demonstration phase. Outreach projects engage in awareness activities; product development and distribution; stimulating model replication sites; promoting state involvement; training of professionals, paraprofessionals, and parents; and some specific consultative activities. Originally, only HCEEP demonstration projects were eligible to apply for outreach funding, but with the passage of P.L. 98-199 in 1984 eligibility was extended to other programs with similarly documented capabilities.

Outreach efforts have been major contributors to the networking of effective programs for young children, providing improved training and services,

and building continuity and interagency/interstate collaborations. Some projects have incorporated the use of new technologies, such as videotape- or computer-based instruction, while others have emphasized particular disability areas, such as sensory impairments or learning disabilities. Several projects have served as resources to state departments of education and other state agencies in their efforts to expand or improve services for infants and preschool children.

While most previous outreach funding was directed at multiple-state or national efforts, more recently funding has been provided for projects that focus on intensive dissemination and development of services within a single state and assist that state in implementing statewide services for handicapped and at-risk children and their families.

Technical Assistance Center

Technical assistance (TA) is an ongoing, systematic, and nonevaluative process that uses a variety of support strategies to help states and HCEEP projects accomplish targeted goals.

During its four-year contract, the National Early Childhood Technical Assistance System (NEC*TAS), established under P.L. 99-457, will assist state agencies and other designated governing entities as they develop and expand services for handicapped and at-risk children, birth through age 8 years. Assistance also is available to HCEEP grantees. The NEC*TAS system consists of six collaborative organizations, representing multidisciplinary professional and parental expertise, and also draws on the knowledge of teams of experts in topical areas, an advisory group, and external evaluators.

The TA approach designed by NEC*TAS addresses the unique needs of each state, as well as their collective needs. During the first year in operation, NEC*TAS has conducted needs assessments and planning meetings for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and eight other governing entities (American Samoa, Federated States of Micronesia, Guam, the Northern Mariana Islands, Palau, Puerto Rico, the Republic of the Marshall Islands, and the Virgin Islands). Initial needs identified by states focused on interagency coordination; child identification (including definition and eligibility criteria); family issues (including assessment, Individual Family Service Plans, case management, parent involvement, and transition); funding options; least restrictive environment; public awareness and support; and assuring qualified personnel. Based on these needs assessments, NEC*TAS has designed strategies for each state, employing such techniques as on-site consultations, telephone consultations and conference calls, topical workshops, resource materials and packages, ongoing liaison and resource referral, use of expert teams, and the Early Childhood Bulletin Board operated through the electronic communication system known as SpecialNet. Many of these services also are available to HCEEP grantees.

As staff time and availability permit, NEC*TAS provides limited services--such as information referral, materials, and networking--to selected technical assistance agencies, professionals, and parents involved in planning and developing comprehensive services for children with special needs and their families.

Research Institutes

The early childhood research institutes began in 1977 as a joint effort between HCEEP and the Office of Special Education Programs Research Projects Section. Their goal was to discover and disseminate information that could be used to improve services and programs for young exceptional children and their families. Since the program began, OSEP has supported ten institutes in such varied research efforts as assessing family intervention issues, exploring the relationship between environmental characteristics and child development, and assessing the cost and effectiveness of using parents and paraprofessionals to deliver intervention services.

During 1987-88, three institutes are receiving funding from OSEP. One institute, which began in 1985, is conducting research into the cost and effectiveness of early intervention. Two others, newly funded in 1987-88, address policy development and implementation related to Part H, and the training of personnel to work with infants with disabilities.

Division of Personnel Preparation (DPP)

In September of 1984 the Division of Personnel Preparation in OSEP announced the availability of funds for a newly established priority: preparing special education and related services personnel to work with newborn and infant children who are handicapped or at risk. Projects supported under this priority are intended to prepare personnel to work in programs characterized by strong interaction of the medical, educational, and related service communities, and by involvement of parents or guardians who are primary caregivers for these children.

The 43 Personnel Preparation grants that have been funded during 1987-88 address the need for preservice preparation of personnel and for better integration of special education and related services personnel into programming for young children with disabilities in medical settings, in the home, and in nursery schools. In almost all of these projects, departments within universities collaborate in the program; in several cases, the training institutions also cooperate with medical facilities, local educational or health agencies, or state educational agencies. Approximately 116 persons will receive master's level training during the 1987-88 funding year.

Division of Innovation and Development (DID)

For many years, individual research projects related to young children with disabilities have been supported in OSEP through the Research in Education of the Handicapped Program through the Field-Initiated Research competition, the Student Research competition, and other special competitions. The purpose of the program is to support research and related activities that are designed to increase knowledge and understanding of handicapping conditions, and of teaching, learning, and education-related developmental practices and services for infants, toddlers, children, and youth with handicaps. During 1987-88, the Division of Innovation and Development (DID) supported and administered 27 research projects.

With the passage of P.L. 99-457, DES was given authority to support research projects through HCEEP. During 1988 three awards were made under the Research in Early Childhood Program Features competition. The purpose of these research projects is to compare the effectiveness of several program components for promoting language development or social development of young children with disabilities. While monies to support these three projects come from HCEEP, the projects are managed by the Research in Education of the Handicapped Program of DID.

ALABAMA

3-5 (Section 619) Contact

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PPEI Project (Professional and Parent Paraprofessional Early Intervention Service Delivery)

HCEEP Nondirected/Experimental Project Funding Period: 1987-90
Fiscal Agency: Auburn University

MAJOR GOAL: To evaluate experimentally the outcome and cost of two early intervention service delivery options: 1) services provided by a team of professionals, and 2) services provided by trained parent paraprofessionals, under supervision of and with consultative services from professional staff.
TARGET POPULATION: Infants birth to age 3 years who are at risk for or demonstrate a developmental delay, and their families.
PROGRAM: The project has three interlocking phases: a) service delivery to infants and families by professionals, b) identification and training of selected parents to become trained Parent Paraprofessional Early Interventionists (PPEI), and (c) service delivery to infants and families by PPEIs. Infants are assigned to treatment groups based on order of referral. Professional staff conduct all assessments of child and family needs and develop the home-based, individualized family service plans. Parents of each infant are trained by professionals to intervene with their own infant and become active members of the child's intervention team. Training for PPEIs will include instruction on normal development, orientation to early childhood special education, the impact of disabilities on early childhood, infant-parent interaction, communication/active listening skills, accessing social support systems, and the theoretical bases of the program. Parent paraprofessionals also will participate in practicum and intern-like experiences. The project will compare the two early intervention models in four major outcome areas: child skills, infant-parent interaction, parent perceptions, and cost.

HOPE Preschool Program (Helping Others through Parent Education)

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: Association for Retarded Citizens, Inc., of Jefferson County

MAJOR GOAL: To provide cost-effective services to multihandicapped preschool children and their families; to promote mainstreaming of mildly to severely handicapped preschool children into normal day care environments; and to disseminate information about the need for and cost-effectiveness of early intervention services.
TARGET POPULATION: Children birth to age 5 years with any type of handicapping condition.
PROGRAM: The project offers three service delivery options: a) a day care program, primarily serving nonhandicapped children, as well as some mildly to severely handicapped children; b) a home program, offering weekly visits by a home therapist who works with the child and provides training for parents; and c) an in-center program, consisting of highly specialized, self-contained services, with parent participation encouraged. Parents participate in the development of their child's individualized education plan. Where feasible, parents are trained to work with their child in the home.

ALASKA

3-5 (Section 619) Contact

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A Community Systems Approach to American Indian Families

HCEEP Community Involvement Project — Funding Period: 1986-89
Fiscal Agency: Northern Arizona University

MAJOR GOAL: To provide culturally appropriate intervention services to high-risk Native American infants, their families, and the community through the use of indigenous paraprofessionals as service providers and trainers.
TARGET POPULATION: Infants birth to age 36 months and their families on the White Mountain Apache Indian reservation. Infants are at risk due to low socioeconomic status, poor maternal nutrition, low parental education level, and substandard living conditions. The adult population is predominantly bilingual, with limited English proficiency.
PROGRAM: Primary caregivers (mothers and maternal grandmothers) of handicapped and at-risk infants receive training in effective infant/caregiver interaction, in promoting the child's development, and in securing formal and informal support services. Training is provided in the home by Apache paraprofessional intervenors, and individualized family plans are developed. The model incorporates four major cultural characteristics of the target population: the high value placed on children and on conformity to social norms; the importance of the maternal grandmother in childrearing; the reserved and private character of the Apache people; and the informal social support network in the Apache community, built around the traditional clan system. A local Native American Advisory Board reviews project-developed survey and assessment materials to ensure their cultural appropriateness.

Developmental Infant/Sensory-Motor Learning and Training Project

HCEEP Demonstration Project — Funding Period: 1985-88
Fiscal Agency: St. Michaels Association for Special Education

MAJOR GOAL: To provide comprehensive, culturally sensitive developmental and sensorimotor services to at-risk Navajo infants and toddlers; and to train a core group of Navajo parents and paraprofessionals to become Infant Care Specialists and advocates.
TARGET POPULATION: Children birth to age 5 years on the Navajo Indian reservation, who have congenital and genetic disorders, postnatal disease residuals, encephalitis, or meningitis. High priority is given to nonorganic failure to thrive and to cases of neglect or abuse.
PROGRAM: Each child is assigned to a multidisciplinary support team. After assessment, the child may be served by the referring agency; enrolled in the project's brief treatment program, which provides crisis intervention, intense developmental guidance, and parent training over a three-to-four-month period; or enrolled in the project's intensive treatment program, which provides center-based services in a mainstreamed setting. After intervention, the child moves into a regular school system or other project classes. Parents and paraprofessionals receive training in such areas as child development, infant curriculum, observation techniques, intervention skills, and genetic counseling, with a core group trained as Infant Care Specialists. The project incorporates traditional customs and native healing ceremonies of the Navajo culture.

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Infant Development Specialist Training Program

DPP Personnel Preparation Grant Funding Period: 1986-89
Fiscal Agency: San Francisco State University

TARGET OF TRAINING: Professionals from a variety of fields, including special educators, physical and occupational therapists, early childhood education teachers, social workers, communication specialists, nurses, and other allied health care workers.
TRAINING PROGRAM: The training program prepares Infant Development Specialists to work with infants birth to age 3 years who are disabled or are at risk for developmental delay. The training model is interdisciplinary and competency-based, and combines academic study, field experiences, and an internship. Areas of competency include typical and atypical infant development, assessment and evaluation of infants, intervention planning and implementation, and family involvement and education. Training prepares graduates to work in various early childhood service delivery settings, including hospitals, public schools, private schools and centers, follow-up centers, and the home. The program leads to a certificate in Early Childhood Special Education with an endorsement in Infant Intervention.

An Inservice Training Approach to Pre-Service Education for Infant Development Specialists

DPP Personnel Preparation Grant Funding Period: 1987-90
Fiscal Agency: California State University/Los Angeles

TARGET OF TRAINING: Selected groups of agencies providing infant intervention services in the Los Angeles area.
TRAINING PROGRAM: The model will consist of needs assessment conducted with the staff of participating agencies; planning of field-based early childhood special education coursework to meet identified training needs; and evaluation of training effectiveness. Training is carried out by a Faculty/Trainer team who represent expertise in several areas of early intervention, such as communication skills, cognitive skills, social-emotional development, motor development, family and multicultural issues, nutrition, and low-incidence handicaps. Participants receive 80 hours of training, with student fees paid by the grant. Where appropriate, training will be conducted within the participating agency's own setting, and will include lecture-demonstration and practicum. Both ongoing process and final outcome of the training will be evaluated. The model exemplifies the California Department of Education's emphasis on field-based teacher training, and can be incorporated as a permanent part of the Early Childhood Special Education program at California State University.

Preparing Preservice Orientation and Mobility Specialists and Teachers of the Visually Impaired to Serve Visually Impaired and Multihandicapped Infants

DPP Personnel Preparation Grant Funding Period: 1986-89
Fiscal Agency: California State University/Los Angeles

TARGET OF TRAINING: Orientation and mobility specialists and teachers of the visually impaired, who will be serving visually impaired and multihandicapped newborns, infants, and preschoolers and their families.
TRAINING PROGRAM: The project is designed to address the growing problem of the shortage of qualified personnel to serve the increasing numbers of visually impaired and multihandicapped infants and their families. Participants attend an intensive, three-week summer training institute that combines expert speakers with observations, participatory activities, and "hands-on" experiences with visually impaired infants and their parents. Normal infant development is contrasted with the impact of visual impairment in all developmental areas. Training addresses assessment strategies, curriculum, and programming, and emphasizes family and cultural issues and working in a transdisciplinary model. The project is a joint effort between California State University and the Foundation for the Junior Blind.

Using Microcomputers to Develop Communication Skills in Young Severely Handicapped Children

DID Research Grant Funding Period: 1987-88
Fiscal Agency: California State University/Los Angeles

PURPOSE: To examine whether positive effects of computer intervention on communication capabilities of toddlers, as shown in past studies, will be apparent in somewhat older children who are enrolled in public education programs.
METHOD: The project will compare the impacts of computer intervention and of traditional language intervention on the rate of language acquisition (comprehension as well as expression) and on social, behavioral, and communication growth in home and classroom settings. Children age 3 to 8 years with severe handicaps will be paired, based on similarity on dimensions such as age, IQ, and handicapping condition. After baseline assessment, one member of each pair will be randomly assigned to receive 20 30-minute sessions of computer language intervention during each of two two-month periods. Each treatment period is alternated with a two-month nontreatment period, during which students receive regular speech/language instruction. Comparison will be made between the two-month period of computer intervention and the two-month phase without this additional programming. Baseline testing, observations, and structured interviews will be repeated for all subjects between the two intervention phases and at the end of phase II. Follow-up testing on specific vocabulary will be conducted two months after completion of the project to assess generalization and to provide post-treatment baselines for comparing single-subject progress. Project results will be shared with administration and staff of participating schools and with parent groups upon request.

CCHIME (Children's Center Handicapped Integration Model Education)

HCEEP Nondirected/Experimental Project Funding Period: 1987-90
Fiscal Agency: California State University/Northridge

MAJOR GOAL: To develop and implement a demonstration model for the integration of preschool handicapped children into an existing student-sponsored child development center on a university campus.
TARGET POPULATION: Children age 2 through 5 years of all ethnic and socioeconomic backgrounds, whose parents are students at California State University and who have a variety of handicapping conditions. Secondary targets include families, staff, and volunteers at the Children's Center.
PROGRAM: The project includes the following components: a) Child Find, to disseminate information about services and provide screening; b) Inservice Education, to provide intensive preservice and inservice training to Children's Center staff; c) Family Support, to provide individualized services including assistance in the home, coordination with other agencies, and parent and sibling support groups; d) Classroom Integration, to implement individualized education and family service plans within ongoing activities at the Center; and e) Materials Development, to produce manuals describing effective practices. Handicapped children will be prepared for integration through home visits and preliminary visits to the Center classroom; nonhandicapped peers will be prepared through group discussions, books, and puppet shows. Instructional strategies for integration will emphasize development of social and functional communication skills. The project will provide training for Center staff and staff in other programs and schools, and will serve as a training site for students in Special Education, Educational Psychology and Counseling, Child Development, and other related fields.

Child Care Options for Young Handicapped Children

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: Central Valley Children's Services Network

MAJOR GOAL: To increase the number of facilities that can provide quality care to young handicapped children within a mainstreamed environment; and to develop and disseminate a comprehensive inservice training program for home providers, center directors, and teachers to provide appropriate services to these children.
TARGET POPULATION: Young children age 6 weeks to 6 years with all types of handicapping conditions, who can benefit from mainstreamed group care.
PROGRAM: The project serves children and families directly by providing case management and placement referrals; by offering parent seminars on such topics as home management and routines, transition into public schools, and specific handicaps; and by organizing parent support groups. The training program for day care center staff and family day care providers takes place over an eight-week period, with weekly sessions on such topics as mainstreaming, nutrition, and community services. Project staff provide on-site visits, technical assistance, and, as necessary, assistance in securing special equipment and resources for child care facilities.

Community ACT (Agencies Cooperating Together)

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: Stanislaus County Department of Education

MAJOR GOAL: To develop a multiagency service delivery model to provide early intervention services for children with alcohol-related birth defects; and to provide support and training for families.
TARGET POPULATION: Children birth to age 6 years who are at risk for full or partial fetal alcohol syndrome (FAS), and their families.
PROGRAM: The project approaches fetal alcohol syndrome as a family problem, addressing both the child's and the parents' needs and family dynamics in homes where alcohol is abused. The project operates a vigorous screening effort. Children who show signs of fetal alcohol syndrome are assessed in all areas of development, and individual education and service plans are prepared to promote child development. Services for children include home- and center-based instruction, integration in regular education placements, infant play groups, and physical, language, and speech therapy, as needed. Services available to parents include parent training, one-to-one instruction during home visits, counseling, information sharing, and peer support groups. The project emphasizes interagency collaboration for referrals and service provision, and engages in outreach activities in schools to raise awareness of the risks of FAS.

Parents and Visually Impaired Infants (PAVII)

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: Blind Babies Foundation

MAJOR GOAL: To develop and disseminate procedures that will involve the caregiver as an essential and primary member of the early intervention team, and will promote the social development of infants with visual impairments.
TARGET POPULATION: Children birth to age 3 years with varying degrees of visual impairment, as well as physical, mental, or developmental disabilities; and their families.
PROGRAM: The project operates a home-based program with weekly visits from project staff. The project's socially based curriculum integrates intervention activities into daily home routines, emphasizing the parent's role as interventionist. The parent program uses a "microteaching" approach involving videotapes and immediate feedback to promote parents' observation and teaching skills, responsiveness to infant behaviors, and a sense of competency. Parents and children also attend a weekly parent education/play class with sighted infants and their parents. The project offers a support/counseling group, and is developing two assessment products.

Project PROTECT

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: University of California at Los Angeles

MAJOR GOAL: To develop a model home-based service program for infants born to substance-abusing mothers, in order to promote environmental stability and continuity in health care within the biological or foster family home.
TARGET POPULATION: Infants exposed prenatally to drugs, and their parents or foster parents. Services begin during the prenatal period and continue until the infant reaches age 18 months.
PROGRAM: Infants identified during the prenatal period receive intervention through their mothers to promote a healthy delivery, by improving maternal nutrition and helping the mother resist further drug use. During the newborn period, the infant's medical, behavioral, and nutritional status is assessed, and an intervention plan is developed that will provide a stable environment with carefully paced introduction of appropriate cognitive and social experiences. An infant development specialist provides intervention during home visits. Project staff assist in the infant's transition into community programs at age 18 months. Intervention with the biological parents begins during pregnancy and focuses on the individual needs of the substance-abusing parent and on increasing parental awareness of the medical, developmental, and environmental needs of the child. If the infant is placed in foster care, support and educational services are provided to the foster parents.

Project STIP (Supported Transition to Integrated Preschools)

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: San Francisco Unified School District

MAJOR GOAL: To provide comprehensive support services to parents as their child makes the transition to preschool special education programs; and to develop five model integrated preschool sites.
TARGET POPULATION: Children age 3 to 5 years who demonstrate mild to severe and multiple disabilities requiring intensive services, and their families.
PROGRAM: The project provides comprehensive and coordinated services to families, children, and professionals during the child's transition from early intervention programs to integrated preschool classes. Children are integrated into existing child development and Head Start classes based on needs and abilities. Instruction emphasizes developmental and functional skills and is provided in small group settings in which nonhandicapped peers serve as models for the disabled children. Parent support materials and networks are developed by project staff, based on needs assessment surveys. Three parents serve on the project's advisory council, and one parent is employed by the project to provide input and assist in dissemination. The project also has ongoing inservice training emphasizing mainstreaming competencies for regular classroom preschool teachers.

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First Start: Care of Handicapped Infants and Toddlers/Preparation of Personnel to Provide Special Education and Related Services to Handicapped Infants

DPP Personnel Preparation Grant Funding Period: 1985-88
Fiscal Agency: University of Colorado Health Sciences Center

TARGET OF TRAINING: Paraprofessional child care workers.
TRAINING PROGRAM: The program provides preservice training in appropriate care for infants and toddlers with handicaps. The First Start training program consists of a 45-hour interdisciplinary curriculum covering education and related health services, as well as ways of helping families locate community resources. The training program is available to regional, state and local agencies wishing to sponsor training. During the grant period instructors from 20 agencies will receive training at the Colorado Health Sciences Center, and then will provide preservice training to child care workers in their home areas. Participating agencies are required to develop plans to ensure cooperation and collaboration among education and health agencies serving handicapped infants and toddlers in their area.

Preparation of Personnel to Provide Special Education and Related Services to Newborn, and Infant Handicapped Children

DPP Personnel Preparation Grant Funding Period: 1986-89
Fiscal Agency: University of Colorado at Denver

TARGET OF TRAINING: Students enrolled in programs leading to certification in early childhood special education and school psychology; and graduate students from related fields such as nursing, social work, counseling, and occupational or physical therapy.
TRAINING PROGRAM: The infant specialization consists of four specialized courses and two practica, offered as part of the present graduate programs in Early Childhood Special Education and School Psychology at the University of Colorado at Denver. Course content relates to both medical and educational aspects of infant intervention, including developmental disabilities of children from birth to age 3 years, assessment and intervention techniques, and working with families. The focus of training is interdisciplinary, and rests on collaboration among the faculty of University of Colorado at Denver, the University of Colorado School of Nursing, the Rocky Mountain Child Development Center, the School of Medicine, and the University Hospital.

Infants with Special Needs

HCEEP Inservice Training Project Funding Period: 1986-89
Fiscal Agency: University of Colorado Health Sciences Center

MAJOR GOAL: To develop, evaluate and disseminate video training materials for interdisciplinary professionals and families on topics related to specialized care for at-risk and handicapped infants, birth to age 2 years.
TARGET POPULATION: Nurses, therapists, educators, social workers, day care providers, parents, extended family members, and other community caregivers.
PROGRAM: The project is developing six instructional training packages, each consisting of 1/2" VHS-format videotape and self-instruction manual. Training deals with current special procedures and infant-care techniques, such as emergency infant cardiopulmonary resuscitation, care of oxygen-dependent infants, feeding and daily care procedures, use of orthopedic equipment, and infant interaction (e.g., turn-taking, match techniques, play stimulation). The training program has three objectives: 1) to facilitate care for health-impaired infants during the transition between hospital and home and at home; 2) to foster knowledge and skill in specialized care techniques; and 3) to provide timely instruction in new infant care methods evolving from new technology. The training materials will be field-tested and reviewed by content experts, prior to commercial dissemination.

INREAL (INter-REActive Learning) Outreach

HCEEP Nondirected/Experimental Project Funding Period: 1987-90
Fiscal Agency: University of Colorado at Boulder

TARGET OF OUTREACH SERVICES: Regular and special education personnel, teachers, and administrators.
OUTREACH SERVICES: The goal of the project is to change the learning environment in regular education classrooms to promote successful mainstreaming and to improve outcomes for educationally at-risk children. The project will establish four self-supporting INREAL Regional Centers to train local personnel to implement the INREAL intervention model, and will provide staff development support to local agencies. Advantages of localized training sites include responsiveness to local issues and concerns, greater accessibility, familiarity with local regulations and funding structures, improved interagency cooperation, and ongoing coordination of local networks and support systems. Training options include awareness workshops, child assessment, specialist training, trainer training, parent training, and evaluation. INREAL also provides a staff development process to increase skills and improve understanding of individual and cultural differences.
DIRECT SERVICE MODEL: The INREAL Intervention Model is a communication-based model that facilitates the learning, language, cognitive, and social-emotional growth of preschool handicapped and at-risk children. The project will continue to provide direct intervention to children age 3 to 5 years, while expanding the model to serve handicapped and at-risk children, age 5 to 8 years.

KEEP SAFE

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: University of Colorado Health Sciences Center

MAJOR GOAL: To develop an early intervention model of services for abused and neglected preschool children, and their families; and to develop a training/consultation model for preschool day care personnel serving abused children in community settings.
TARGET POPULATION: Children age 3 to 6 years who have been physically or sexually abused and who are developmentally delayed or at risk for developmental delays, and their families.
PROGRAM: The project offers a continuum of services, emphasizing therapeutic treatment and interagency collaboration, to address the social, emotional, and educational needs of handicapped abused children. Severely handicapped children are enrolled in a self-contained center-based preschool. A community-based program serves abused children within local day care centers, preschools, or public schools. Services include family interactional analysis, standardized and play assessments, home and on-site visits, direct services in the classroom, individual therapy, and foster parent groups. During biweekly visits, a home visitor assesses family needs and helps establish objectives for fostering appropriate parent-child interactions, using videotapes for feedback and training. Parents also may observe and participate in the classroom. Ongoing training and consultation is available for local day care and preschool staff.

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Personnel Preparation Institute for Infant Specialists

DPP Personnel Preparation Grant — Funding Period: 1987-90
Fiscal Agency: University of Connecticut Health Center

TARGET OF TRAINING: Students enrolled in master's degree training programs in early education, counseling, nursing, occupational or physical therapy, social work, and special education; and staff from existing infant programs in Connecticut who seek certification as infant specialists.
TRAINING PROGRAM: The preservice training institute is held during summer session and consists of coursework, practicum, and research seminars. Major content areas include family systems and issues; medical, physical, and educational management of at-risk and handicapped infants; and interdisciplinary teamwork for infant intervention. Practicum placements will include the neonatal intensive care unit and follow-up clinic at the University of Connecticut Health Center, two neonatal intensive care units at local hospitals, and two infant intervention projects funded by the Handicapped Children's Early Education Program (HCEEP). Training is offered through the Pediatric Research and Training Center at the University of Connecticut Health Center.

Interactions between Mothers and Their Handicapped Children

DID Research Grant — Funding Period: 1985-88
Fiscal Agency: University of Connecticut Health Center

PURPOSE: To study longitudinally the influence of patterns of mother-child interaction on the rate of development of young developmentally delayed children.
METHOD: Data will be collected on 75 mothers and their children at ages 6, 12, 24, and 36 months. Assessment will focus on child cognitive, language, and social development; ratings of mother; family's utilization of community resources; and demographic information. Interactions observed will include communicative interaction based on a turn-taking approach, global behavioral style, and the quality of the interactive match between mothers and children. Mother-child interaction will be videotaped and analyzed according to three classification systems.

Birth-to-Three Inservice Training Project

HCEEP Inservice Training Project Funding Period: 1987-90
Fiscal Agency: University of Connecticut Health Center

MAJOR GOAL: To develop, implement, and evaluate inservice training activities for staff within early intervention programs in Connecticut.
TARGET POPULATION: For workshops: personnel working with handicapped and at-risk infants and their families, including special education, early education, day care, physical and occupational therapy, speech and language pathology, social work, nursing, and medical staff. For institutes: program administrators and supervisors for Connecticut's Early Intervention System.
PROGRAM: The training model offers two training components. Topical workshops, offered biweekly at different locations across the state, will provide instruction and practicum experiences on topics derived from needs assessment surveys and individual requests. Sample content for workshops includes screening and diagnosis, assessment techniques, motor development, augmentative communication techniques, family needs, team functioning, and program evaluation. Three five-day institutes with onsite follow-up support will be offered each year on specific content areas. During year one, proposed institutes will address program evaluation, the transactional intervention program, and integrating handicapped children into early childhood placements. The training model will emphasize family-focused evaluation and the application of the transactional intervention program curricula.

Ninos Especiales Project

HCEEP Severely Handicapped Infant Project Funding Period: 1986-89
Fiscal Agency: University of Connecticut Health Center

MAJOR GOAL: To provide culturally sensitive, family-focused early intervention services to Puerto Rican children, birth through age 2 years, who have severe multiple handicaps.
TARGET POPULATION: Low-income Puerto Rican families with severely and multiply handicapped infants.
PROGRAM: The project's health education focus integrates a broad range of support services. An individualized family service plan (IFSP) is developed for each infant by parents and project staff, and is reviewed three times yearly in conjunction with developmental evaluations. During home visits, a bilingual early interventionist helps to integrate activities into the family's daily routine, to foster parents' sense of control, and to resolve, when possible, problems with transportation, housing, welfare, and other areas that may interfere with the child's management. All project materials are adapted to reflect the concerns of the Puerto Rican population. Products in development include a training module package, a procedural manual, health and education materials (in Spanish) for families, and a parent booklet that answers common questions and lists local resources.

TRIP II: Implementing the Transactional Intervention Program in the Classroom

HCEEP Severely Handicapped Infant Project Funding Period: 1986-89
Fiscal Agency: University of Connecticut Health Center

MAJOR GOAL: To develop, implement and evaluate a center-based component of the Transactional Intervention Program which will complement the original home-based model.
TARGET POPULATION: Children birth to age 5 years who are categorized as severely handicapped due to medical or organic conditions that directly or indirectly impair sensory, physical, and/or mental development, and who function below the norm for cognitive, language, and motor skills.
PROGRAM: The home-based component of TRIP stresses parent-infant interaction to promote the handicapped child's developmental competence. TRIP II, the new center-based model, emphasizes program structure, routines and activities that reflect children's interests and developmental level, and provide opportunities for children to initiate and control interactions. This model provides training to teachers, therapists, and others working in center-based settings to help them become less directive and more child-oriented and responsive in their daily interactions with children. TRIP II encourages parent involvement in center-based settings, and continues to provide training and support to teachers and parents in home-based settings. The project works closely with a consortium of education professionals in developing the model and associated products.

DELAWARE

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Delaware FIRST (Family/Infant Resource, Supplement and Training)

HCEEP Severely Handicapped Project — Funding Period: 1986-89
Fiscal Agency: University of Delaware

MAJOR GOAL: To provide ongoing support to families of severely handicapped infants by offering mainstreamed family day care or respite care, developing and facilitating an input plan in both home and day care settings, and helping families utilize resources for family growth.
TARGET POPULATION: Infants, birth to age 36 months, with severe handicaps, and their families; and day care providers.
PROGRAM: The model has three components: a) Resource Matching, which provides Family Action and Individualized Infant Development Plans for child and family based on assessment of needs; b) Supplementary Care, which links families to formal and informal private, public, and community resources through the family day care provider; and c) Training, which includes in-the-home training in infant development for the family, and group training for family day care providers. Once the infant begins attending the family day care home, the caregiver is visited by a home visitor, regularly during the first twelve months, and thereafter as needed. The project also sponsors a support group for providers, counseling services by telephone, and a toy-lending system, and assists parents in obtaining special equipment. The model is designed to be self-sufficient, but can be fully integrated with existing state and local service programs.

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TBA

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Interdisciplinary Infant Specialty Training Program for Special Education and Related Services Personnel

DPP Personnel Preparation Grant — Funding Period: 1986-89
Fiscal Agency: Georgetown University

TARGET OF TRAINING: Students from professional degree programs in special education, occupational therapy, physical therapy, psychology, speech pathology, and nursing.
TRAINING PROGRAM: The interdisciplinary preservice training program is designed to develop a knowledge base and clinical skills appropriate for working with handicapped or at-risk infants, birth to age 3 years, and their families. Eight trainees are selected each year for a six-month to one-year clinical affiliation with interdisciplinary supervision. Trainees receive didactic training and clinical experience, which includes direct work with the at-risk infant and family in the neonatal intensive care unit, in transition to home management, in follow-up developmental evaluation, in interface with community support services, and in various community infant special education models. The program utilizes many of the resources of the Georgetown Hospital Child Development Center, which has a service-based interdisciplinary infant team already in operation.

Preparation Program for Parent-Infant Specialists

DPP Personnel Preparation Grant — Funding Period: 1987-90
Fiscal Agency: Gallaudet University

TARGET OF TRAINING: Full-time graduate students pursuing a master's degree or education specialist certification at Gallaudet University.
TRAINING PROGRAM: The project prepares education specialists to work with handicapped infants and their caregivers, focusing in particular on the needs of hearing-impaired and multihandicapped infants. Project trainees will be prepared to fill the roles of infant teacher, parent educator and consultant, parent-infant advocate, program developer and manager, and transdisciplinary team member with home- or center-based parent-infant programs in public school, hospital, clinic and residential school settings. The two-year program consists of 57 credits encompassing 18 specialized courses and four field-based experiences in settings emphasizing transdisciplinary teams. Areas of competency include infant development and assessment; language and communication development; family involvement; management of physical, intellectual, and visual disabilities in multihandicapped infants; and program and curriculum development and administration. The project offers several degree and certification options for parent-infant specialists: a) a master's degree in education, b) dual state certification in both education of the hearing-impaired and early childhood education of the handicapped, and c) Council on Education of the Deaf certification in infant and preprimary.

Assessment as Intervention: Discerning the Needs of High-Risk Infants and Their Families

DID Research Grant — Funding Period: 1986-88
Fiscal Agency: George Washington University

PURPOSE: To define a model of developmental assessment/intervention for high-risk infants.
METHOD: The project employs an in-depth, qualitative research methodology that includes the following components: a) in-hospital observation of parents visiting their infants; b) administration of the Brazelton Neonatal Assessment Scale at 40-42 weeks of conceptional age; c) pre-assessment interviews, assessment/intervention sessions, and post-assessment interviews at age 3, 6, 9, and 12 months; and d) evaluation interviews at the end of the series of interventions. Subjects are 25 biologically at-risk infants and their parents. The model of developmental assessment/intervention will be refined and its features will be described in a manual to aid in replication.

Effectiveness of a Continuity of Intervention Model for Chronically Ill Infants

DID Research Grant — Funding Period: 1987-88
Fiscal Agency: Georgetown University

PURPOSE: To evaluate the effectiveness of a model intervention program that provides continuity in educational intervention and features close collaboration of medical, educational, and related services personnel to improve the psychological outcome of chronically ill infants.
METHOD: The intervention model provides an educational intervention program that is integrated with the infant's medical management program. The intervention team continues to assist the child and family during the transition to home care through home- and center-based components and during any subsequent hospitalization the infant may require. These features are expected to reduce the length of stay in the intensive care nursery, improve parental attitude and coping, enhance parent-child interaction, promote the parent as the primary caregiver, reduce hospitalization, and enhance the cognitive, psychomotor, and psychosocial development of chronically ill infants.

CIII (Chronically Ill Infant Intervention)

HCEEP Demonstration Project — Funding Period: 1985-88
Fiscal Agency: Georgetown University

MAJOR GOAL: To provide continuity of educational intervention to chronically ill infants from the Intensive Care Nursery (ICN) until they are medically stable and can enter community-based intervention programs.
TARGET POPULATION: Infants with acute medical problems who require prolonged care (more than 10 weeks) in the ICN. Most infants served are premature and require respiratory support or have congenital anomalies requiring ongoing medical intervention.
PROGRAM: Educational intervention begins in the ICN and continues until the infant's transition to community-based programs. The project provides comprehensive sensorimotor intervention which is incorporated into the infant's medical management plan in the ICN. Before the infant leaves the ICN, the project team works with the family to prepare for the transition to home care. The project nurse makes home visits to help the family manage the child's health needs and carry out the educational program in the home. Parent groups meet at the hospital once a month. A center-based component is added during the child's second and third years. In the event of rehospitalization, the child receives developmental services in the hospital.

Developmental Intervention in the Hospital: A Videotape Series for Professionals and Parents

HCEEP Inservice Training Project — Funding Period: 1987-90
Fiscal Agency: Georgetown University Hospital

MAJOR GOAL: To develop an effective inservice program to provide neonatal and pediatric caregivers with the knowledge, skills, and attitudes needed to respond to the developmental needs of chronically ill and severely handicapped infants.
TARGET POPULATION: Hospital personnel, including neonatal and pediatric residents and fellows, intensive care nursing staff, pediatric nurses, social workers, and respiratory therapists; and parents of chronically ill and severely handicapped infants.
PROGRAM: The project will develop an inservice curriculum using a video format with individualized components that can be used for group or individual instruction. Separate components will be developed for intensive care nursery (ICN) staff, for pediatric staff, and for use by ICN and pediatric staff with parents. Each component will consist of a 60-minute videotape and an accompanying training guide. Competencies addressed by the training curriculum will include a knowledge base pertaining to psychosocial, cognitive, neuromotor, and sensory-motor needs of children birth to age 3 years; infant assessment techniques; intervention programming; family-focused service provision; and interdisciplinary functioning and networking among systems. After field-testing, the curriculum will be implemented at Georgetown University Hospital.

I-TIP (Inservice Training of Infant Personnel)

HCEEP Inservice Training Project — Funding Period: 1986-89
Fiscal Agency: George Washington University

MAJOR GOAL: To develop a model of inservice training for infant personnel that addresses multi-level training needs and applies a trainer-of-trainers approach to prepare on-site personnel to carry out inservice training.
TARGET POPULATION: Paraprofessionals, clinical professionals, and administrative staff who work with high-risk and handicapped infants, birth to age 2 years.
PROGRAM: The multi-level training process will take place in several phases: a) needs assessment; b) on-site observation/interviews; c) development of a training plan; d) implementation of training; e) evaluation and revision of the training plan; and f) identification and training of the on-site training specialist. Training in content areas reflects emerging areas of concern with high-risk and handicapped infants. During the second and third years, the model will be disseminated at regional and national sites and through annual training seminars at George Washington University.

Parents and Preschoolers in Transition

HCEEP Demonstration Project — Funding Period: 1985-88
Fiscal Agency: Easter Seal Society for Disabled Children and Adults, Inc.

MAJOR GOAL: To develop and implement a transition and follow-up program for infants and preschoolers and their families; and to provide descriptive training materials to facilitate replication of program components.
TARGET POPULATION: Infants (birth to age 6 months), toddlers (age 3 to 5 years), and their families. Most children served are multihandicapped. Handicapping conditions include cerebral palsy, Down Syndrome, seizure disorders, muscular dystrophy, developmental delay, and orthopedic conditions.
PROGRAM: The project provides support services to children and families during transition from hospital or home into center-based educational and therapeutic programs, and from early intervention programs into public and private preschool placements. Families with infants entering early intervention programs participate in twice-weekly therapy sessions during an 8-week "transition in" period, with follow-up services after placement. Parents learn sequences of normal development and strategies for incorporating therapy into home activities. When the child completes the early intervention program (at about age 3 years), the project coordinates the child's transition to a new preschool setting and offers training in skills the child will require in the new placement. The project offers evening workshops for parents and features a "Buddy" system that pairs parents of children in transition with parents whose children have graduated. Parents from all project phases serve on the Advisory Council.

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Chair, Interagency Coord. Council

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Effects of Vigorous Exercise on Subsequent Social Interactions of Mildly Handicapped Preschool Students
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Effects of Vigorous Exercise on Subsequent Social Interactions of Mildly Handicapped Preschool Students

DID Research Grant — Funding Period: 1987-88
Fiscal Agency: Florida State University

PURPOSE: To study the effects of vigorous exercise on the behavior of mildly handicapped preschool children whose teachers have reported that they have behavior problems.
METHOD: Subjects will be three physically able preschool children in special education preschool programs, who have been identified by their teachers as having frequent negative social interactions with peers and teachers. Each child will receive 10 minutes of vigorous exercise led by a paraprofessional under one of two conditions: a) individually, or b) in a group of three to four peers. Following the exercise period, the children's behavior will be observed. A repeated measures multi-element baseline design will be used to determine whether there is a functional relationship between treatments and the subject's behavior.

Research in Education of the Handicapped: The Tracking of Educational Handicaps

DID Research Grant — Funding Period: 1986-88
Fiscal Agency: University of Miami

PURPOSE: To determine the incidence of educational handicaps in elementary school among 3000 low birthweight infants born since 1975 as compared to a control group; to determine the proportion of 300 special education and regular education students with normal birth histories; and to determine what additional factors may predict subsequent need for special education services.
METHOD: Historical prospective and retrospective designs will be employed, using medical and educational records of 1200 students. An epidemiologic analysis of risk variables also will be performed.

GEORGIA

3-5 (Section 619) Contact

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HCEEP Projects

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Rutland Developmental Therapy Technical Assistance and Outreach Project

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: Rutland Center

TARGET FOR OUTREACH SERVICES: Special education or early childhood teachers and other professionals, mental health workers, parents, paraprofessionals, and volunteers.
OUTREACH SERVICES: The project will provide technical assistance and training to agencies, schools, and districts to facilitate adoption of the Rutland Center Developmental Therapy Model and its components. The project offers assistance in program planning and design, staff development, evaluation, and information dissemination. Other outreach activities include short-term workshops, awareness activities, conference presentations, and product development.
DIRECT SERVICES MODEL: Developmental Therapy uses a psychoeducational approach to therapeutic intervention for children, birth to age 8 years, who are severely emotionally disturbed or have mixed handicaps. The curriculum model guides the teacher-therapist in planning appropriate sequences of experience for the child and in setting goals for behavior, communication, socialization, and (pre)academics at each of five stages of therapy. Children are grouped developmentally according to similar major objectives. Classroom services are provided by a treatment team consisting of lead teacher, support teacher, and parent worker. When appropriate, children spend part of the day in a concurrent "normal" placement.

GUAM

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Chair, Interagency Coord. Council

TBA

Regional Early Childhood Special Education Program/Infant Related Services Personnel

DPP Personnel Preparation Grant — Funding Period: 1985-88
Fiscal Agency: University of Guam

TARGET OF TRAINING: Masters level graduate students in early childhood special education.
TRAINING PROGRAM: Students in the early childhood special education (ECSE) graduate program are trained in assessment and intervention with infants, toddlers, and preschoolers, and are prepared to work in such diverse settings as hospitals, schools, clinics, infant/toddler centers, public health centers, and community centers. The ECSE program also works with the medical community in establishing high-risk screening, assessment, and follow-up services, and with Department of Education and Public Health staff to coordinate assessment and intervention services for high-risk children. Technical assistance is provided to the Head Start, Preschool, Public Health, and hospital programs on Guam and Micronesia. ECSE staff will coordinate with the Interagency Councils on Guam and each island to schedule activities and facilitate development and distribution of culturally relevant materials.

HAWAII

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Preschool Preparation and Transition (PPT) Model

HCEEP Least Restrictive Environment Project Funding Period: 1986-89
Fiscal Agency: University of Hawaii

MAJOR GOAL: To develop a service delivery model to prepare handicapped infants, families, and professionals for least restrictive preschool environments.
TARGET POPULATION: Infants, birth to age 2 years, with mild to severe handicaps, and their families. Most participants come from minority ethnic groups.
PROGRAM: Infants meeting established state criteria attend a center-based program for one and one-half hours per week. Individualized development plans are implemented by staff at the center and by parents in the home. The curriculum focuses on skills needed for successful preschool placement in a mainstreamed environment. After transition, infants receive itinerant services as needed. Parent participation in the transition process is actively encouraged, and the project provides training to increase parent skills, promote awareness of legal issues, and assist in planning for the future. Handbooks and consultant services are provided to aid parents in securing and advocating for appropriate preschool placement for their child.

IDAHO

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DPP Personnel Preparation Grant

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Preparation of Personnel to
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Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

DPP Personnel Preparation Grant — Funding Period: 1986-89
Fiscal Agency: University of Idaho

TARGET OF TRAINING: Masters level graduate students in education and other disciplines.
TRAINING PROGRAM: The project will train professionals to work with handicapped and at-risk infants. The training program will emphasize infant assessment and programming, family-focused programming, and interdisciplinary cooperation, with attention to serving infants in a rural setting. Instruction is provided through the University of Idaho and includes coursework and practicum experiences in identified competencies. The project is designed to meet the need for trained infant specialists in Idaho and to ensure that professional personnel in the state have access to current research and training procedures in infant development and family-focused programming.

Outreach to Infants in Rural Settings

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: University of Idaho

TARGET FOR OUTREACH SERVICES: State and local agencies (education, public health, health and welfare, etc.) and public school systems involved in services to handicapped and at-risk children, birth to age 3 years.
OUTREACH SERVICES: Target agencies and schools receive a sequence of technical assistance services, including in-depth needs assessment, on-site consultation, training in model components, follow-up and evaluation, and assistance in generating inservice training packages. Other outreach activities include three one-week summer training institutes, intervention and research topics, a regional conference, and awareness and dissemination activities conducted in cooperation with state agencies in Idaho, Washington, and Oregon.
DIRECT SERVICE MODEL: Replication training and technical assistance are offered in three components: 1) Identification/Monitoring/Intervention with At-Risk Infants, which bases its training on collaboration with the local medical community and includes development of a screening, referral, and monitoring system; 2) Infant Programming, which provides a systematic instruction model for assessment, curriculum development, intervention techniques, and instructional strategies for home- or center-based programs; and 3) Technical Assistance in Family Oriented Programming, which emphasizes a systems approach to family services, including family needs assessment, problem-solving strategies, and goal selection for the entire family. Project-developed materials include videotapes, instructional manuals, and the Parent/Family Support Network Series.

ILLINOIS

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Birth-to-3 Personnel Preparation Project

DPP Personnel Preparation Grant — Funding Period: 1985-88
Fiscal Agency: Western Illinois University

TARGET OF TRAINING: Practitioners serving the birth-to-3 population; and students training to become infant service providers.
TRAINING PROGRAM: The project has three objectives: 1) to upgrade the skills of current birth-to-3 practitioners through field-based coursework; 2) to update practitioners on current trends and strategies in early intervention through such activities as conferences and consortia; and 3) to develop courses and instructional materials for a field-based preservice infant curricular program that will prepare undergraduates and graduates to work with developmentally delayed infants and their families. The preservice curriculum is being integrated into the Early Childhood Education curriculum in the Elementary Education and Reading Department. Training materials will be disseminated nationwide.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

DPP Personnel Preparation Grant — Funding Period: 1986-89
Fiscal Agency: University of Illinois/Champaign

TARGET OF TRAINING: Graduate students and direct service providers in education and related service areas.
TRAINING PROGRAM: The purpose of the preservice training project is to expand and upgrade the knowledge and performance base of direct service providers in comprehensive service delivery programs for infants with special needs. The program offers two degree options at the graduate level, in order to accommodate a variety of backgrounds and career goals: a) a one-year noncertification program, which is expected to draw current direct service personnel and others who do not wish to pursue further professional certification; and b) a two-year certification program, which prepares students to teach in birth-to-three programs in public schools and non-school settings by qualifying them for Illinois certification in early childhood special education. Training will focus on specific developmental facilitation skills within practicum settings; for current service providers, there is an on-site practicum option. The training program features collaboration among interdepartmental/interdisciplinary faculty around a core set of identified training needs. Training modules and tapes will be developed.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

DPP Personnel Preparation Grant — Funding Period: 1985-88
Fiscal Agency: Northeastern Illinois University

TARGET OF TRAINING: Graduate students in early childhood special education who come from backgrounds as regular classroom teachers or early childhood specialists; and related services personnel from such fields as social work, occupational and physical therapy, psychology, speech and language, and nursing.
TRAINING PROGRAM: The project offers two training options. a) Preservice training in early childhood special education will focus on the needs of the birth-to-3 population. Students will be trained as developmental specialists, with emphasis on identification and assessment of handicapping conditions; language and cognitive development; working with families; and designing, implementing, and evaluating intervention services. The one-year, full-time masters program also offers practicum/clinical experiences working with handicapped and nonhandicapped children. b) Related services personnel will receive special training in services to handicapped infants and preschoolers through a three-course sequence, attending the same classes as the masters program students. This structure provides a microcosm of a transdisciplinary team, with students benefitting from the areas of expertise of other students. The project also will conduct public awareness activities.

Project LINKS: Linking Interagencies and New Knowledge Systems

DPP Personnel Preparation Grant — Funding Period: 1987-90
Fiscal Agency: Northern Illinois University

TARGET OF TRAINING: Fulltime graduate students with an undergraduate degree in human and family resources, communication disorders, early childhood education, special education, or adapted physical education; and employed trainees with similar educational backgrounds.
TRAINING PROGRAM: The project will offer specialized training for infant interventionists in providing special education and related services within the family constellation to handicapped newborns, infants, and toddlers. Training emphasizes field-based experiences and employs a transdisciplinary approach that links university departments, collaborative public agencies, direct service units, and the translation of research into practice. The program provides a one-year option for fulltime students and a two-year option for employed trainees, and leads to a master's degree in special education and Illinois approval for early childhood special education.

Transdisciplinary Training of Related Services Personnel in Infant Caregiver Intervention

DPP Personnel Preparation — Funding Period: 1985-88
Fiscal Agency: University of Illinois/Chicago

TARGET OF TRAINING: Graduate students in public health, special education, occupational therapy, social work, and nursing.
TRAINING PROGRAM: The Infant Caregiver Interventionist (ICI) Training Program provides a specialized set of courses focusing on the handicapped infant within the family context. The program consists of five ICI courses, which can be added to the programs of masters students in health and education fields related to infant intervention services. Courses include Characteristics of Handicapped Infants and Their Caregivers, Assessment of Handicapped Individuals and Risk Infants, Techniques of Early Intervention, and Family Processes and Needs Surrounding the Birth of a Handicapped Infant. In addition, students complete a practicum in Early Childhood Research and Intervention which includes 120 hours of client contact.

Experimental Comparison of Alternative Types of Parent Involvement in Early Intervention

DID Research Grant — Funding Period: 1985-88
Fiscal Agency: University of Illinois/Chicago

PURPOSE: To compare two types of maternal involvement (child-centered or parent-centered) in birth-to-3 early intervention programs.
METHOD: Thirty parents will be assigned randomly to one of two groups: a) a child-centered group, in which they are presented with information about child development, receive feedback on videotapes of interactions with their child, and learn about resources for handicapped infants and their families; or b) a parent-centered group, in which counseling sessions focus on the emotional impact of a handicapped infant on the mother and on family relationships. Effects of each group will be assessed through psychometric measures of mothers and infants, as well as assessment of interaction style. Two hypotheses will be tested: that parent-centered groups will have more favorable impact on individual adjustment and use of family support; and that child-centered groups will have more favorable impact on implementation of educational techniques and developmental knowledge.

ACTT (Activating Children Through Technology) Outreach

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: Western Illinois University

TARGET FOR OUTREACH SERVICES: Educators, health and medical professionals, speech and vision specialists, and other support personnel who serve handicapped children, birth to age 8 years, within schools, public and private agencies, medical settings, and rehabilitation centers in rural and urban areas.
OUTREACH SERVICES: The project helps trainees integrate computer technology in services for young handicapped children. Each of the components (Birth to 3, 3-to-5 Preschool Handicapped, and Severely and Profoundly Handicapped) includes developmental activities, procedures for hardware and peripheral use and adaptations, suggested software, staff competencies, working with families, management procedures, and evaluation techniques. Instruction is provided in intensive 5-day training sessions at the project site, with consultation and follow-up activities. Four levels of training are available, to reflect trainees' level of computer expertise.
DIRECT SERVICE MODEL: The ACTT microcomputer curriculum is designed for children with moderate to severe structural and functional handicaps that prevent them from interacting with their environment. The curriculum helps to foster the child's expectation of control over the environment, promotes autonomy, increases opportunities for communication, and fosters problem-solving and cognitive skills.

Macomb 0-3 Regional Project

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: Western Illinois University

TARGET FOR OUTREACH ACTIVITIES: Within Illinois: state education and health agencies, birth-to-3 programs, perinatal units, and other public and private agencies. Outside Illinois: early childhood programs, local education agencies, Developmental Disabilities, Maternal and Child Health, and other public and private agencies.
OUTREACH SERVICES: Outreach services include training in model and component replication, cross-agency awareness activities, consultation, and materials development. The project also works with university personnel to establish infant competencies and coursework. Comprehensive program evaluation and review are available to established programs.
DIRECT SERVICE MODEL: The model provides home-based service delivery to handicapped children, birth to age 3 years, and their families in rural communities. Components include home visits, sharing centers, Water Activities for Developmental Enhancement (WADE), and transition services. The Core Curriculum integrates Piagetian concepts of cognition, a linguistic/pragmatic approach to communication, new concepts in social development, gross and fine motor skills, and self-help skills. Six developmental areas are addressed. Family involvement is an essential factor.

Precise Early Education for Children with Handicaps (PEECH)

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: University of Illinois/Champaign

TARGET FOR OUTREACH SERVICES: State consultants for preschool handicapped programs, replication site personnel, university faculty, and other professionals.
OUTREACH SERVICES: The project offers intensive training to each year's replication sites, presents component workshops in topics relevant to early childhood special education, and disseminates materials to replication sites and to other interested professionals.
DIRECT SERVICE MODEL: PEECH is a center-based program serving children age 3 to 5 years with mild to moderate handicaps, and their families. Procedures also have been adapted for serving lower-functioning, sensory-impaired children. The project obtains pre- and post-test data on children. Teachers assess each child's abilities using the CAPP, set individual goals and objectives, and evaluate child progress regularly. Products include the Coordinating Assessment and Programming for Preschoolers (CAPP) assessment instrument, classroom and parent activity manuals, and handouts on topics in early childhood special education.

Project Alliance

HCEEP Nondirected/Experimental Project — Funding Period: 1987-90
Fiscal Agency: Developmental Services Center

MAJOR GOAL: To develop training modules and consultation procedures that will enable parents to take a more active role in cooperative planning and continuous delivery of services to their handicapped children; and to improve the skills of professionals in collaborating with parents and interagency and intraagency teams.
TARGET POPULATION: Parents of handicapped infants and preschoolers, birth to age 5 years, and professional staff at participating birth-to-3 and 3-to-5 programs.
PROGRAM: During the first year, the project will assess the training needs of parents and professional staff and begin developing and demonstrating training materials and procedures for these groups. A number of training options, such as individual counseling and workshops, will be provided, in order to take into account individual differences. Content for parents and for staff will include such topics as rights and responsibilities of parents, profiles of local services, professional vocabulary, joint decision-making, and case management skills. Small group training involving parents and staff will reinforce the goal of parent-professional alliances. A secondary project goal will be to identify and remedy procedural barriers to effective teamwork.

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Central Iowa Parent-Infant Nurturing Center

HCEEP Community Involvement Project — Funding Period: 1987-90
Fiscal Agency: Iowa Methodist Medical Center

MAJOR GOAL OF PROJECT: To establish a centralized diagnosis and treatment center for failure-to-thrive infants and their families.
TARGET POPULATION: Infants who exhibit nonorganic failure to thrive (FTT), and their families. Nonorganic FTT is caused by serious disturbance in the parent-child relationship and may result in developmental delay, learning problems, and behavioral disorders.
PROGRAM: The project will provide a) assistance that is nonmandated, nonstigmatizing, nonjudgmental, and nonthreatening to multiproblem families requiring social assistance; b) a cost-effective alternative to current treatment approaches; and c) an alternative to foster care placement. Medical history, nutritional pattern, family dynamics, and mother/infant interactions will be assessed for each family. A multidisciplinary team will deliver services that include physical and developmental health monitoring for the child; group, individual, and family therapy for the caregiver and family; and cognitive and behavior therapy for the caregiver. Volunteers are used for modeling of behaviors. Treatment will be provided in three phases of decreasing intensity, and mothers in Phase I will be paired with peer partners from Phase III. Follow-up services, including home visits and medical exams, will be provided on annually until the child reaches school age.

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Intensive Track Preservice Training for Upgrading Skills and Certification Status of Early Childhood Handicapped Personnel

DPP Personnel Preparation Grant — Funding Period: 1986-89
Fiscal Agency: University of Kansas

TARGET OF TRAINING: Personnel from early childhood handicapped programs.
TRAINING PROGRAM: The project is designed for professional staff who lack specific training in the expanding service area of intervention with newborns, infants, and severely/multiply handicapped young children. The preservice training program will upgrade teaching and therapeutic skills and the certification status of these professionals. Goals of the project include: 1) developing a 15-hour "intensive track" training sequence for two trainee populations; 2) developing two 3-semester-hour "packaged" introductory courses on intervention with handicapped infants; and 3) implementing the intensive personnel training sequence on intervention with infants and severely/multiply handicapped young children as a two-component block.

The BEST Project (Building Effective School Transitions)

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: University of Kansas

TARGET FOR OUTREACH SERVICES: Public school districts and state agency personnel in education and special education.
OUTREACH SERVICES: The project conducts needs assessments among teachers, administrators, and other personnel at each site. Services include training workshops, onsite visits, and telephone consultation. Training is available in each of the five components of the BEST transition model.
DIRECT SERVICE MODEL: The project's transition model is designed to assist child, family, and service placement personnel in transitions from birth-to-3 to preschool (3-to-5) settings, and from preschool to public school settings. Placements may be integrated or special education settings, and the model is adaptable for later life transitions as well. The model includes guidelines for assessing a program's transition needs; constructing a formal transition agreement between the preschool and elementary school district; identifying potential programs for transitioning students and families; and providing inservice training. Emphasis is placed on communication among the preschool, home, and elementary school. The model provides for family involvement, for constructing transition timelines, and for preparing child and family for transition. Products include materials for placement personnel (e.g., Interagency Transition Timeline, Skill Expectation Survey, Preschool Prediction of Kindergarten Readiness, and Guidelines for Constructing a Resource Booklet); for family and placement personnel (e.g., a three-part transition planner; guidelines for Parental Consent; and Post-Transition Evaluations); and for the family (e.g., Classroom Observation Checklist, Guidelines for Classroom Visits, and home activities for transition preparation).

Early Identification, Assessment and Tracking of High-Risk Infants and Families

HCEEP Nondirected/Experimental Project Funding Period: 1987-90
Fiscal Agency: University of Kansas Medical Center

MAJOR GOAL: To develop a model service program to identify, assess, and track high-risk infants, toddlers, and parents; and to develop a model for interdisciplinary training of health care personnel to provide these services.
TARGET POPULATION: For the model service program, children birth to age 3 years who are medically fragile and/or at high risk for developmental delay due to medical, biological, environmental, or psychosocial factors; and their families. For the training program, practicing physicians, residents, and medical students.
PROGRAM: Children and families are referred to the project by neonatal intensive care units (NICUs), other hospital services, local health care providers, and infant preschool programs. The project model, the Birth to Three Project, provides assessment; refers families to appropriate medical, educational, and social services within the community; and helps plan for and coordinate the transition to the home and to the Follow-up Clinic and related infant/family services. To foster coordinated case management for infants, the project will develop an inservice training program for physicians and awareness activities and materials for medical students. The project also will disseminate information to health care providers and families through workshops, newsletters, and professional publications.

Model Preschool for Language-Disordered and ESL (English as a Second Language) Children

HCEEP Least Restrictive Environment Project Funding Period: 1986-89
Fiscal Agency: University of Kansas

MAJOR GOAL: To develop a model intervention preschool program in a least restrictive environment which provides comprehensive, language-based services.
TARGET POPULATION: Children age 3 to 5 years in three target groups: English speakers with language disorders, children with English as a second language, and normally developing children with no diagnosed language disorder.
PROGRAM: Children attend the preschool for half of each day and receive intervention based on a cognitive/social model. Language intervention is individualized to fit the child's cognitive level and is provided in a functional context. Changes in language competence are measured by videotaped observations of children's language in natural settings, parents' ratings of children's language, and standardized instruments. Parents help to design and carry out the home-based program, and participate in classroom activities. Parents of ESL children are encouraged to share information regarding their culture with the class. The project will develop and implement inservice and preservice training materials and conduct activities to promote cross-cultural awareness and acceptance.

PREP (Parsons Regional Early-Intervention Program) Outreach

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: University of Kansas

TARGET FOR OUTREACH SERVICES: Early childhood centers, preschools, cooperative education services, and health centers serving children birth to age 5 years who have a variety of handicapping conditions. Most of these agencies serve rural communities with significant numbers of low-income families.

OUTREACH SERVICES: PREP Outreach has four goals: 1) to provide intensive training and consultation to targeted replication sites; 2) to disseminate information to appropriate state and national agencies about the model and outreach services; 3) to develop and/or revise instructional and curricular materials for use in training and replication; and 4) to evaluate the impact of outreach services. The PREP model consists of five replicable components: a) a multi-dimensional curriculum, covering generic and specific skills; b) a Home Carryover package to accompany the curriculum; c) the Joint Action Routine, an interactive treatment procedure; d) a Range of Services Delivery model, designed to meet the needs of rural regions with limited resources; and e) the PREP Program Manual.

DIRECT SERVICE MODEL: The model offers center- and home-based services in rural areas. The programming focuses on generic skills (involvement, cognition, receptive and expressive language, etc.), and specific skill competencies (food-related, clothing-related, grooming/hygienic, and preacademic) in a functional context, presenting interactive skill sequences on seven developmental levels.

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Cross-Disciplinary Preparation in Infant and Family Intervention (CPIFI)

DPP Personnel Preparation Grant — Funding Period: 1987-90
Fiscal Agency: University of Kentucky

TARGET OF TRAINING: Graduate students with undergraduate backgrounds in special education and related disciplines.
TRAINING PROGRAM: The project will offer specialized training in infant intervention to prepare personnel to provide appropriate educational services to infants with handicaps and their families. The training program will emphasize cross-disciplinary preparation, focusing on infant development and intervention, and family structure, dynamics, and intervention. Training is offered cooperatively through the Schools of Education, Home Economics, and Nursing. An additional goal of the program is to prepare personnel to provide consultation and training related to infant intervention.

Comparison of Instructional Strategies (CIS)

DID Research Grant — Funding Period: 1985-88
Fiscal Agency: University of Kentucky

PURPOSE: To investigate the relative effectiveness and efficiency of four prompting procedures (constant time delay, progressive time delay, system of least prompts, and a variation of the mand-model procedure) in teaching discrete responses to students with moderate to severe mental retardation.
METHOD: Twelve studies, each involving two of the four procedures, are being conducted in preschool programs and elementary school special education classrooms. Subjects are children age 4 to 8 years with moderate to severe mental retardation. The studies use the parallel treatment design. The primary data collection strategy is direct daily observation of children's performance of targeted behaviors, based on objectives identified in their Individualized Education Plans. The research occurs within the context of the usual instructional activities and is carried out by the classroom teacher. The project has produced a monograph describing the nature and effects of instructional procedures, and is developing instructional modules and manuals describing the four procedures being studied and offering recommendations about their selection and use.

Group Errorless Teaching Strategies: An Analysis of Generalization and Efficiency

DID Research Grant — Funding Period: 1987-88
Fiscal Agency: University of Kentucky

PURPOSE: To investigate the effectiveness and efficiency of two errorless learning procedures (system of least prompts, and time delay) in group settings not specifically targeted for instruction.
METHOD: After a thorough review of the applied research literature, the project will conduct and report on investigations that evaluate and compare the effectiveness and efficiency of the system of least prompts and time delay in group settings for teaching functional skills to primary and secondary students with mild to moderate handicaps.

Teaching Parents to Imitate and to Wait for Child Initiations during Play Sessions

DID Research Grant — Funding Period: 1987-88
Fiscal Agency: University of Kentucky

PURPOSE: To evaluate whether instruction on imitation and on waiting for child initiations will increase the mother's responsiveness to her preschool child during play, decrease the mother's directiveness during play, and increase the amount of time the child spends in exploring and manipulating toys during a play session.
METHOD: Mothers of children age 18 to 36 months will be taught to imitate their child during play sessions and to wait a specified time before interacting with the child during play. Training will include verbal instructions, graphic feedback, and verbal praise for increases in targeted behavior. Using a multiple baseline design with six mother/child dyads, the project will compare the parent training condition, in which each dyad is individually trained in imitation and waiting, with the baseline, in which there was no parent instruction prior to the play session. Results will be assessed with regard to the effects of the training on the child's behavior during play.

Family-Centered Intervention Services for Handicapped and Medically Fragile Infants

HCEEP Severely Handicapped Infant Project Funding Period: 1987-90
Fiscal Agency: University of Kentucky and the Chandler Medical Center

MAJOR GOAL: To develop, implement, and evaluate a family-centered intervention model focusing on infant/caregiver interaction that uses existing resources and targets remote or rural areas.
TARGET POPULATION: Infants and toddlers birth through age 2 years who are medically fragile or have severe or multiple handicaps. The majority of participants will be from traditionally underrepresented groups.
PROGRAM: Intervention begins in the neonatal intensive care unit just prior to the infant's discharge and continues through the transition to the home. An individualized family service plan is developed for each child and family. Intervention efforts focus on infant/caregiver interactions, in order to prevent dysfunctional relationships, reduce the likelihood of secondary handicaps, and facilitate development. Parents are instructed on the medical and care needs of their infant, and are shown how to integrate intervention into family routines. Services after discharge from the NICU are provided in the home, with parent-infant interactions videotaped for analysis, feedback, and reinforcement. The project will identify existing service providers to implement intervention strategies. Where such services do not exist within the community, the project will serve families directly.

Individualized Family Service Planning: Inservice Model for Multidisciplinary Teams

HCEEP Inservice Training Project Funding Period: 1987-90
Fiscal Agency: University of Kentucky and the Chandler Medical Center

MAJOR GOAL: To develop, implement, evaluate, and disseminate a model of inservice training with a multidisciplinary focus for personnel and parents who are responsible for providing services and care to infants and toddlers with handicaps.
TARGET POPULATION: The intervention team (physicians, nurses, social workers, speech pathologists, education specialists, etc.), parents and other family members.
PROGRAM: The development of the Individual Family Service Plan serves as the framework within which training will occur. The project will directly train participants in appropriate group decision-making techniques. Field-based follow-up training will be included in each training sequence that specifies a practice or skill competency outcome. Training modules will use a standard format, including statement of outcome objectives, measurable competencies, measurement of entry level knowledge/skill, instructional content, materials, and references. Presentation formats will be varied and will include videotaped segments to illustrate behaviors/techniques and activities that allow participants to "practice" a skill. The project will use a "training of trainers" model to expand training resources within the state, reduce cost of initial and follow-up training, and test replicability of the training program.

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HCEEP Projects

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Competency-Based Graduate Interdisciplinary Training for Infant Specialists

DPP Personnel Preparation Grant Funding Period: 1987-90
Fiscal Agency: Louisiana State University Medical Center

TARGET OF TRAINING: Graduate students in special education, occupational therapy, and other related service disciplines.
TRAINING PROGRAM: The project will develop an interdisciplinary program of nine infant specialization courses jointly planned, implemented, evaluated, and staffed by education, health service, and medical personnel. The program will offer competency-based coursework in infant development; family and ecological systems; medical conditions and management; measurement; screening, assessment, and evaluation; behavioral observation; service delivery models; curriculum approaches and methods; infant intervention; and applied research. Practicum experiences also will be provided. Students in occupational therapy who complete the program will receive a Masters of Health Sciences degree, with a clinical skills emphasis in infant intervention. Students in special education and related service disciplines can elect the infant specialization as part of their graduate program. Project staff will produce and disseminate interdisciplinary training materials and develop a student resource library reflecting exemplary services and research in infant intervention.

Inservice Training of Personnel Serving Infants with Handicaps

HCEEP Inservice Training Project Funding Period: 1986-89
Fiscal Agency: Louisiana State University Medical Center

MAJOR GOAL: To enhance the skills of professionals serving the extremely high-risk population of infants who have intraventricular hemorrhage and other serious medical problems.
TARGET POPULATION: Professionals working with infants who are biologically at extreme risk and at risk socioeconomically. Targets of training include community-based generic service providers, neonatal intensive care unit (NICU) staff, and local eduction agency (LEA) pupil appraisal staff.
PROGRAM: The training program has four objectives: 1) to increase the abilities of NICU staff (neonatologists, residents, nurses) to educate socioeconomically disadvantaged families in the provision of care and stimulation to their biologically at-risk infants; 2) to teach specialized skills to community service providers who work with families on public assistance; 3) to increase the ability of LEA pupil appraisal staff (psychologists, special education consultants, occupational and physical therapists, speech pathologists, social workers) to assess biologically at-risk infants; and 4) to develop and disseminate inservice training materials for these providers. The training package will consist of videotapes and print materials. Intensive training and technical assistance are available.

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Transagency Services for Young Exceptional Children

HCEEP Community Involvement Project — Funding Period: 1987-90
Fiscal Agency: Infant Development Center, Maine Department of Mental Health and Mental Retardation

MAJOR GOAL: To strengthen the present interagency system by improving entry into services through transdisciplinary/transagency screening and assessment of preschool children, and by closing gaps in the continuum of services for children with handicaps.
TARGET POPULATION: Children birth to age 5 years who have severe or profound handicapping conditions.
PROGRAM: The project has four objectives: 1) to adopt a "transagency" approach to meet the unmet needs of developmentally delayed preschool children in York County; 2) to develop an interdisciplinary team for child assessment and program planning, with specific responsibilities for each of the team members (social workers; speech, occupational, and physical therapists); 3) to provide a comprehensive service program for severely and profoundly handicapped preschoolers, which includes classroom and home programming and orientation and mobility training; and 4) to establish centralized access to adequate service facilities in the county. The classroom space will allow mainstreaming of children from the Infant Development Center who are at environmental risk and/or children who have less severe developmental delays.

REPUBLIC OF THE MARSHALL ISLANDS

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Chair, Interagency Coord. Council

Not Eligible to Participate

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Infant Specialist Training Program

DPP Personnel Preparation Grant — Funding Period: 1987-90
Fiscal Agency: University of Maryland

TARGET OF TRAINING: Students seeking a master's degree or advanced graduate specialist certification in special education who wish to specialize in the area of infant intervention; and students in other disciplines who seek training and experience in working with handicapped and at-risk infants and their families.
TRAINING PROGRAM: The training program will have a multidisciplinary emphasis, with students drawn from a variety of disciplines, including special education, nursing, occupational and physical therapy, applied developmental psychology, speech, human development, and social work. Coursework and field placements will reflect a multidisciplinary approach in both educational and medical settings, and will emphasize working closely with families. Additional specialized training outside the University of Maryland will be available through externships tailored to specific interests and training needs of students.

Research in Education of the Handicapped

DID Research Grant — Funding Period: 1987-88
Fiscal Agency: Montgomery County Public Schools

PURPOSE: To determine the relative effectiveness of preschool special education for children with different handicapping conditions, and the outcomes in early elementary school for children who have received special education as preschoolers.
METHOD: The project is an outgrowth of a series of studies conducted by the Montgomery County Public Schools to examine the efficacy of providing educational services to handicapped preschoolers. The current study will add to and use an existing data base of over 750 children with documented handicapping conditions varying in severity who have been pre- and post-tested at least once with a developmental inventory. The data base includes longitudinal data, data on a variety of handicapping conditions, information about the background and family characteristics of the children, and information about the type and quantity of special education services the children received. Data analysis will involve application of hierarchical linear models to the assessment of change in longitudinal data.

Integrated School Services for Pre-Kindergarten Students with Autism

HCEEP Least Restrictive Environment Project Funding Period: 1986-89
Fiscal Agency: University of Maryland

MAJOR GOAL: To establish a model educational program in an integrated setting for pre-kindergarten students with autism; to examine the feasibility of training parents to use "naturalistic" teaching strategies with their child; and to disseminate and replicate the program.
TARGET POPULATION: Children age 2 to 5 years who have been diagnosed as autistic and traditionally have been excluded from public schools, and their families.
PROGRAM: An individualized curriculum and set of skills is developed for each child, based on an ecological inventory. In the school-based component instruction involves nonhandicapped peers, with supplementary services such as language and occupational therapy provided as needed. Instruction in the home focuses on training parents and older siblings to facilitate social interactions and specific skills in naturally occurring activities. Parents and family members participate in initial assessment and preparation of the individualized education plan. A parent support group meets regularly, and parents are encouraged to observe their child in the classroom setting. Dissemination activities are geared toward practitioners in support areas such as special education, social work, speech pathology, nursing, medicine, physical and occupational therapy, and psychology. Activities include inservice workshops, site visits, and conference presentations.

Training Occupational Therapists in Early Intervention

HCEEP Inservice Training Project Funding Period: 1987-90
Fiscal Agency: American Occupational Therapy Association (AOTA)

MAJOR GOAL: To improve the delivery and management of occupational therapy early intervention services for infants and toddlers birth to age 2 years with special needs, and their families.
TARGET POPULATION: Occupational therapists who will work on interdisciplinary teams to provide early intervention services in a variety of settings.
PROGRAM: The project will provide continuing education through three-day regional workshops to prepare occupational therapists to work with infants and families. The program will focus on developing knowledge, skills, and attitudes necessary to work effectively on an interdisciplinary team and to collaborate with various agancies providing early intervention services. Attention also will be given to the role of the family in early intervention and ways to involve families in the intervention plan. The project will identify the roles, functions, and competencies occupational therapists need to work in a variety of early intervention settings, and will develop educational materials for competency-based workshops, a background manual, and videotapes of exemplary practices. After pilot-testing and evaluation have been conducted, the project will train regional faculty in four sessions at the AOTA national office to conduct training workshops. Twenty regional workshops will be conducted during the project's second year. Workshop materials will be marketed through the AOTA Distribution Center.

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Birth-to-Three Training Grant

DPP Personnel Preparation Grant — Funding Period: 1987-90
Fiscal Agency: Wheelock College

TARGET OF TRAINING: Graduate students who are training for positions in early intervention programs working with infants with special needs and their families.
TRAINING PROGRAM: The training program is an expansion of the existing preservice program at Wheelock College, which offers cross-disciplinary training with a focus on educational and medical collaboration in delivering developmental services to newborn and infant children at environmental, established, or biological risk. The existing program provides 40 credits of coursework and practicum leading to a master's degree. The proposed project will extend this program by offering a specialization with greater course emphasis on the family. A family specialist will supervise family work occurring in practicum settings, and a parent of a child with special needs will co-teach several courses and provide consultation. The expanded focus is designed to help students understand the transactional relationships among child, family, and intervention professionals; the nature of the family system, as well as individual needs of family members; the role of parents in providing intervention services to their children; and effective communication between professionals and parents.

Specialized Interdisciplinary Training Program in Early Intervention

DPP Personnel Preparation Grant — Funding Period: 1986-89
Fiscal Agency: Eunice Kennedy Shriver Center

TARGET OF TRAINING: Master's level students in graduate programs related to early intervention at Boston University, Emerson College, Simmons College, and Wheelock College.
TRAINING PROGRAM: The project is designed to address the increasing demand for personnel trained to work in an interdisciplinary model serving infants and children who have handicapping conditions or are at risk developmentally because of biological or environmental factors, and their families. Students will take courses related to early intervention within their own discipline at the college at which they are enrolled. Interdisciplinary courses will be offered at the Shriver Center UAF, and interdisciplinary team experiences will be provided at the Shriver Center, early intervention programs, and Boston City Hospital Clinics.

Language Learning Abilities of Children at Risk for Academic Failure

DID Research Grant — Funding Period: 1984-88
Fiscal Agency: Emerson College

PURPOSE: To provide clinically useful information on the language learning abilities of young children (preschool and early elementary) at risk for academic failure.
METHOD: Subjects for the study are 250 children age 4 to 5 years who exhibit evident problems with oral language processing and production, or who exhibit difficulty with written language but no diagnosed oral language problems. Subgroups include low birthweight, expressive language impaired, and language delayed. Children's linguistic and cognitive development will be assessed. A repeated testing procedure will be used to determine aspects of language knowledge and processing which appear crucial to the development of structural linguistic knowledge and using language to learn. Performance will be correlated with school performances at the completion of grade 1.

ERIN Outreach

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: Early Recognition Intervention Network, Inc.

TARGET FOR OUTREACH SERVICES: Teachers, coordinators, and parents at replication sites in urban and rural public schools, Head Start centers, day care centers, and nursery schools.
OUTREACH SERVICES: The ERIN Training Program provides the equivalent of three to six college credits through week-long Leadership Training Institutes and Regional Workshops. Onsite consultation is provided for program planning, needs assessment, implementation assistance, and program evaluation. The project is refining the ERIN Teacher and Coordinator Kit materials in preparation for wider dissemination. Selected ERIN products have been translated into other languages.
DIRECT SERVICE MODEL: The ERIN model provides teachers with a technology for implementing individual education plans for children age 2 to 7 years, in mainstream or special education settings. The model stresses developmental growth in general coping, cognitive, and specific learning skills, and includes six components: a) screening/child find; b) observation/evaluation; c) an individual education program; d) instruction in participation, language, body awareness and control, and visual/perceptual motor skills, using the modularized ERIN Curriculum and Enrichers; e) home/school partnership, with parent materials keyed to curriculum units; and f) coordinated transition to the next service setting. The program offers three levels of intensity: supportive mainstreaming, systematic individualization within a group setting, and intensive individualization.

Project KAI

HCEEP Inservice Training Project — Funding Period: 1986-89
Fiscal Agency: South Shore Mental Health Center

MAJOR GOAL: To facilitate comprehensive, coordinated service delivery to at-risk and handicapped children, birth to age 3 years, and their families whose service needs exceed the resources of any one agency or program; and to provide training in the transdisciplinary model of service delivery.
TARGET POPULATION: At the local level, professionals serving children birth to age 3 years who have chronic illnesses or severe handicapping conditions or are at risk economically, socially, or psychologically. At the state level, administrators and program planners.
PROGRAM: The project provides three levels of on-site training and continued technical assistance. The first level applies a systems framework to the developmental problems of at-risk and handicapped children and the impact of these problems on family functioning. The second level addresses the implementation of a transdisciplinary and a transagency system of service delivery at the local or regional level. The third level operates on the state level, and focuses on group dynamics, organizational behavior, and training in program implementation at the local level. Proposed products include a slide-tape presentation on family-focused and interagency approaches to service delivery and a directory of programs, trained by Project KAI, that utilize family-focused or interagency approaches.

Project WIN

HCEEP Community Involvement Project — Funding Period: 1986-89
Fiscal Agency: South Shore Mental Health Center

MAJOR GOAL: To provide transagency, family-focused services to young children at risk for AIDS or diagnosed as having AIDS due to parental intravenous drug abuse.
TARGET POPULATION: Children under age 6 years whose parents have successfully completed treatment or are in treatment for intravenous substance abuse at one of the WIN network treatment agencies.
PROGRAM: The project provides intensive family-focused, home-based education, counseling, and psychosocial support services, as well as center-based educational and therapeutic services. Services include transdisciplinary assessment of child and family, coordination of primary care and support services, case management, implementation of the comprehensive service plan, and individual or group counseling. Each family's individualized service plan, reflecting family-identified needs and priorities, is reviewed quarterly. Services of health, medical, educational, and social service agencies are coordinated by a board composed of representatives from state and city agencies, pediatric units, and service agencies. Concerns of this board include mobilization of services before the child is released from the hospital, effective and efficient use of community resources, containment of health care costs, reduced demand on hospital/hospice resources, and maximum community support for child and family. The project provides training and information dissemination regarding successful service strategies.

MICHIGAN

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TBA

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Early Identification of Young Handicapped Children: A National, Bilingual Standardization Study of the Early Screening Inventory

DID Research Grant — Funding Period: 1986-88
Fiscal Agency: University of Michigan

PURPOSE: To standardize the Early Screening Inventory (ESI) on a large, nationally representative, English-speaking sample; to obtain normative data, as well as reliability and validity information, on the use of ESI with English- and Spanish-speaking children age 3 to 4 years; and to standardize the Spanish version of the ESI.
METHOD: English-language standardization will include 1440 children selected from four regions of the continental United States (Northeast, North Central, South, and West). The sample will be stratified by age, sex, race, education level of head of household, and urban or rural residence. Spanish-language standardization will include 720 children selected evenly from three Hispanic-American groups: Puerto Rican, Mexican, and Cuban. The sample will be stratified by age, sex, and education level of head of household.

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Design of an Institutional Technology to Promote Use of Mastery Behaviors by Moderately/Severely Retarded Young Children

DID Research Grant — Funding Period: 1984-88
Fiscal Agency: University of Minnesota

PURPOSE: To investigate the use of mastery behaviors by moderately and severely retarded infants and preschoolers, specifically the child's interactions with the environment and factors affecting the expression of mastery.

METHOD: Descriptive studies will be conducted to examine the development of mastery behaviors in severely retarded young children and to compare their performance to less delayed children. Five experimental studies will examine the main and interactive effects of object selection (consistency of object responsiveness, object familiarity, object difficulty, and number of available objects) and environmental variables (adult directiveness, adult approval, and duration of object availability).

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Transdisciplinary Training of Personnel to Provide Early Intervention Services to Newborns/Infants and Their Families

DPP Personnel Preparation Grant Funding Period: 1987-90
Fiscal Agency: University of Southern Mississippi UAP

TARGET OF TRAINING: Graduate students in the Schools of Nursing and Social Work, and the Departments of Special Education, Psychology, Counseling Psychology, Speech and Hearing Sciences, Family Life Studies/Home Economics (Child Development), and Institution Management (Nutrition) at the University of Southern Mississippi.
TRAINING PROGRAM: The project will provide a masters level transdisciplinary training program to prepare personnel for direct intervention roles in service delivery to children with critical needs, birth to age 3 years, and their families. Students attend project courses and receive credit through their home department. Training is designed to fit the needs and demographic characteristics of the birth-to-3 population in Mississippi, and offers field-based clinical and educational experiences. The project also will work to strengthen linkages among university departments, and between the university and state and community service providers, parent organizations, and the State Development Grant in Early Intervention.

Cooperative Medical-Developmental-Family Interventions for Infants with Severe Handicaps

HCEEP Severely Handicapped Infant Project Funding Period: 1986-89
Fiscal Agency: University of Southern Mississippi

MAJOR GOAL: To establish a model that provides medical/developmental intervention for severely handicapped infants through a flexible service delivery system that is cost-effective, family-oriented, and able to meet the needs of families in rural areas; and to locate and train service personnel in rural areas to provide intervention services to infants and their families.
TARGET POPULATION: Severely and multiply handicapped infants birth to age 36 months, and their families, within a 90-mile radius of Jackson, Mississippi.
PROGRAM: Infants are identified by medical staff of the University of Mississippi Medical Center's Neonatal Intensive Care Unit (NICU). Each infant is viewed as having specific competencies that can be fostered by appropriate developmental, medical, and family interventions. NICU and project staff train parents in such areas as medical care, feeding, alert states, and handling and positioning techniques. Training takes place at the NICU or the Mississippi Children's Rehabilitation Center. After the infant's discharge from the NICU, home-based intervention services are provided weekly. Parents are assisted in accessing follow-up medical services and other community resources. Local service providers also receive ongoing technical assistance from project staff. The project will collaborate in the development of a registry and tracking system of handicapped infants.

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Co-TEACH

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: University of Montana

MAJOR GOAL: To develop an exportable model for transitioning handicapped preschoolers into, and out of, center-based programs.
TARGET POPULATION: Handicapped children who will be eligible for public school special services the following year, and who exhibit mild to severe mental retardation, sensory impairment, physical or medical problems, multiple handicaps, and autistic or autistic-like behavior.
PROGRAM: The major aim of this project is to ensure that child progress observed in early intervention programs is maintained. Features include assessment of adaptive behavior requirements in receiving classrooms; child training in academic independence and social competence; involvement of receiving teachers in the preschool program; and use of a "buddy system" in which older students are paired with young handicapped students. Parents participate each week in the classroom. Parents learn through on-the-job training, and, when necessary, through workshops and short courses, and train the receiving teacher to deliver preschool-developed therapy programs. The project is developing a training package that will measure and facilitate child skill maintenance and carry-over. A survival skills checklist is being field-tested in local kindergartens and "regular" day care programs.

Dynamic Individualized Family Service Plan System for Rural Remote Regions (IFSP Project)

HCEEP Nondirected/Experimental Project Funding Period: 1987-90
Fiscal Agency: Montana University Affiliated Program Satelite

MAJOR GOAL: To develop, implement, and evaluate an economical and effective model for provision of early intervention services in rural and remote regions through a family service process that is designed to meet individual child and family needs.
TARGET POPULATION: Infants and toddlers birth to age 3 years who are at risk or have handicaps ranging from mild to profound, including severe multiple handicaps, and their families; and staff of projects providing services.
PROGRAM: The Dynamic Individualized Family Service Plan (IFSP) System takes an evolutionary view of IFSP processes which builds upon accomplishments reflected in previous IFSPs, targets long-term goals, and takes into consideration current as well as future "life cycle" stages of children and families. Family improvement is emphasized. The model has five components: 1) development of the IFSP, a process which includes child and family assessment, critical events, identification of needs, and establishing goals and priorities; 2) implementation of the IFSP, which includes child and family training, resource and support services, and service coordination; 3) evaluation of the IFSP, addressing objectives, family satisfaction, and barriers to implementation; 4) life cycle and long-term issues; and 5) program accountability.

Educational Home Model Project

HCEEP Severely Handicapped Infant Project Funding Period: 1987-90
Fiscal Agency: Montana University Affiliated Program Satelite

MAJOR GOAL: To develop an economical and effective model of day service components that will complement existing early intervention services in rural areas and meet the unique needs of handicapped infants and toddlers and their families.
TARGET POPULATION: Children age one month to 3 years who have multiple handicaps and/or are medically fragile, and their families, who reside in rural/remote areas.
PROGRAM: Components of the Educational Home (EH) model include: a) family involvement, support, and training; b) community collaboration in service planning and delivery; c) behavioral, ecological, and enviromental design of service settings; d) linking of assessment, individual program planning, and evaluation; e) integration of handicapped infants and toddlers with their nonhandicapped peers; f) implementation of health care and medical manangement procedures; and g) training of project and replication site personnel. Special consideration will be given to assuring family involvement in all parts of service delivery. Services will be provided in the home and in small centers (serving up to 20 children). The project will work closely with the Western Montana Comprehensive Developmental Center for such services as family intervention, physical therapy, speech therapy, and medical assessment.

VIDEO-SHARE

HCEEP Nondirected/Experimental Project Funding Period: 1987-90
Fiscal Agency: University of Montana

MAJOR GOAL: To develop an assessment regimen of classroom survival skills required in school-age placements; to prepare a permanent videotaped record of child behavior to supplement objective performance documentation; and to use periodic videotape records of classroom interventions to guide parents in encouraging their child's skills.
TARGET POPULATION: Children age 2 to 8 years, with all types of handicapping conditions, and their families; and teachers in receiving placements.
PROGRAM: Standardized functional skill assessments will be developed during the first project year, based on videotapes, observations, and clinical evaluations of children's behaviors in preschool and grade 1 classrooms. Targeted skills include following instructions, social interaction, self-help and independence, paying attention and participating in group lessons, and developmentally appropriate pre-academic skills. Individualized therapeutic interventions will be videotaped and incorporated into ongoing parent training to facilitate generalization of skills to the home setting. During the second year, the project will concentrate on the use of videotape records during transition from preschool to kindergarten to supplement Individualized Transition Plans and assist teachers in the development of Individual Education Plans. The project will continue to follow progress of preschool graduates.

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DPP Personnel Preparation Grant

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Preparation of Related Services Personnel: Handicapped and At-Risk Infant Specialization

DPP Personnel Preparation Grant — Funding Period: 1985-88
Fiscal Agency: University of Nebraska/Lincoln

TARGET OF TRAINING: Students with undergraduate preparation in such fields as occupational therapy and nursing who will be working in early intervention settings; students with backgrounds in early childhood education or human development who wish to pursue infant specialization as part of their certification; and students with special education/early childhood special education certification who wish to prepare as infant specialists.
TRAINING PROGRAM: The program will offer a three-course sequence of specialized content and practicum experiences for working with handicapped and at-risk infants and their families, to supplement training in the students' own disciplines. The training is particularly directed to related services personnel from fields such as occupational and physical therapy, nursing, psychology, and speech pathology.

Getting Started Together

HCEEP Inservice Training Project — Funding Period: 1986-89
Fiscal Agency: University of Nebraska Medical Center

MAJOR GOAL: To provide training to health professionals serving handicapped and at-risk children, birth to age 2 years, on the development of a family systems approach that addresses the needs of all family members affected by the infant's handicapping condition and that is appropriate for a largely rural setting.
TARGET POPULATION: Health professionals, including nurses, social workers, physical and occupational therapists, speech pathologists, and pediatricians; and parents.
PROGRAM: The training program has four objectives: 1) to develop a 48 credit hour curriculum on developmental and psychosocial needs of the handicapped infant; 2) to define and deliver this training to health professionals; 3) to develop teaching tools to support this training; and 4) to develop and implement a plan of evaluation. The curriculum will contain eight modules, covering family reaction to the diagnosis of a child's disability, infant assessment, intervention in the neonatal intensive care unit, intervention with infants and toddlers, intervention with parents, developmental disabilities, developing an interdisciplinary team, and case coordination. Instructional strategies include independent learning packets, one-day conferences, circuit courses, educational consultations, dedicated telephone line, and other telecommunications methods. Experts from the fields of special education, nursing, and continuing education will collaborate in developing the training program.

Project Continuity

HCEEP Severely Handicapped Infant Project Funding Period: 1986-89
Fiscal Agency: University of Nebraska Medical Center

MAJOR GOAL: To provide continuous, integrated health, therapeutic, and educational services for severely handicapped and chronically ill infants.
TARGET POPULATION: Infants birth to age 2 years who are severely handicapped and have chronic illnesses that require frequent and prolonged hospitalization.
PROGRAM: A primary care nurse is assigned to each hospitalized infant and incorporates developmental and educational activities into health care routines. As primary caretaker during the mother's absence, the primary care nurse interacts with the infant during specific care routines and other activities, and encourages interactions between the infant and other pediatric patients. Developmentally appropriate toys and materials are provided for infants to practice acquired skills and develop new ones. When the infant is discharged, the primary care nurse works closely with a social worker and a child-life specialist to provide a smooth transition to the home setting. These core personnel also work with local agencies to coordinate additional services for child and family. Parents and family members receive instruction in developmental activities, routine care procedures, use of medical equipment, and identification of local resources. The project has developed an inservice training package for primary care nurses. Other project services include a toy-lending library and a resource library.

Project Participate

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: University of Nebraska/Omaha

MAJOR GOAL: To increase active participation by young children who have severe motor disorders through the use of adaptive devices.
TARGET POPULATION: Children birth to age 5 years of varying cognitive abilities who have severe motor impairments. Most are nonambulatory, have limited use of their hands, and do not communicate verbally.
PROGRAM: The project is designed to enable children to interact more actively with their environment through the use of adaptive devices, such as powered mobility and microcomputers. Following assessment of the child's needs, project staff select and adapt appropriate hardware and software. Switches to operate devices are selected to take into account the individual child's positioning requirements and range of movement. Intervention makes use of adaptations designed to build social, self-help, cognitive, and communication skills. The project is carried out within an existing public school program for handicapped infants and preschoolers. Infants are enrolled in a home-based program offering two one-hour visits per week, with supplemental services provided by an occupational therapist and a physical therapist. Preschool children attend the preschool classroom five days a week. Parents participate in instructional and support programs, and receive training in the use of adaptive devices.

NEVADA

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Home Activity Program for Parents and Youngsters (HAPPY)

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: Nevada Department of Human Resources

MAJOR GOAL: To develop a replicable, cost-effective model of home-based, computer-assisted, comprehensive service delivery for young children with handicaps and their families who reside in isolated rural areas.
TARGET POPULATION: Children birth to age 6 years with all types of handicapping conditions, and their families.
PROGRAM: The project provides in-home services through the use of computerized curricula and video equipment. Following assessment, project staff design an individualized curriculum based on child and family needs and abilities. Videotapes are made of children during assessment and of parent/child performance of recommended curriculum activities during monthly home visits. These tapes are reviewed by the Reno-based interdisciplinary team, who then prepare written and videotaped educational and therapeutic home activities for the month. Parents receive coaching on child development, social learning concepts, and limit-setting techniques, and are trained in data collection. Parents are encouraged to become active members of CHANCE, a Nevada parent group which supports handicapped children's education.

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CONNECT

HCEEP Inservice Training Project — Funding Period: 1986-89
Fiscal Agency: John F. Kennedy Medical Center

MAJOR GOAL: To develop and disseminate self-contained training modules and related materials that will help practitioners acquire or enhance knowledge, skills, and attitudes conducive to implementing a family systems approach to early intervention; and to assist parents in understanding the relevance of this approach for their family.
TARGET POPULATION: Professionals and paraprofessionals in early intervention programs, day care, Head Start, and other programs serving young handicapped children and their families; and parents of handicapped children.
PROGRAM: Training modules in five content areas will be developed focusing on a family systems approach to early intervention; beliefs and attitudes that influence family-staff interaction; required skills; and (for parents) the role of the family in early intervention programs. The training modules will be developed so the users can acquire knowledge, learn skills, and examine attitudes. Each module will be designed for implementation within a one-hour time frame. The project also will develop a user's manual containing a guide for selecting training materials and using them within the daily operation of an early intervention program. Training modules will be disseminated through project-based awareness activities and collaborative efforts with other agencies. After field-testing, the training materials will be made available though a commercial publisher.

COPING Outreach

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: John F. Kennedy Medical Center

TARGET FOR OUTREACH SERVICES: State agencies or organizations involved in early intervention planning and policy-making; early intervention programs serving handicapped children birth to age 3 years; and professional organizations.
OUTREACH SERVICES: Outreach efforts focus on implementing services to children and families using the Coping Process, a four-step transactional model that describes how individuals and families cope with stress, and the Personalized Learning Process, a five-step decision-making model that guides practitioners and families in developing individual family service plans. The project will offer consultative and collaborative assistance, awareness activities, training and technical assistance to stimulate high-quality programs, and product development. Training workshops provide both child-oriented and family-oriented instruction.
DIRECT SERVICE MODEL: The early intervention model serves children birth to age 3 years who have a variety of neurological, orthopedic, developmental, and sensory deficits. Services to children are delivered by a transdisciplinary team through center- and home-based activities that help foster developmental skills and adaptive coping behaviors. Family services include support groups and workshops in coping skills. Products include the Early Coping Inventory, and training modules for workshops.

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Project Ta-kos

HCEEP Nondirected Demonstration Project Funding Period: 1987-90
Fiscal Agency: Alta Mira Specialized Family Services, Inc.

MAJOR GOAL: To develop an innovative inservice training model designed to increase the probability that at-risk and handicapped children, birth to age 5 years, and their families can access and receive appropriate services in order to remain an integral part of the community in which they reside.
TARGET POPULATION: Parents, educators, therapists, and health professionals (including medical students) who work with children who have or are at risk for developmental disabilities.
PROGRAM: Project Ta-kos (an Indian term which suggests that any decision or course of action affects seven generations) will expand the concept of integration to include three components: the child within the family, child and family within the educational/service delivery setting, and child and family within the community. Training materials will reflect this ecological approach and will incorporate components on the individual family service plan; cultural diversity; the team approach and collaboration; transition; networking to facilitate access to resources and increase interagency coordination; setting up environments for integration; and dealing with differences. The training model will be competency-based, sensitive to the characteristics of adult learners, and delivered in a three-phase framework allowing maximum feedback, support, and follow-up activities. A recommended battery of instruments for assessing competencies of participants, evaluating training, measuring child outcomes, and assessing family satisfaction will be identified.

TIPS: Training in Parenting Skills

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: New Vistas

MAJOR GOAL: To develop and implement a training-in-parent-skills program designed to provide comprehensive services to developmentally disabled parents with young children.
TARGET POPULATION: Families with children, birth to age 6 years, in which a developmentally delayed parent is primary caretaker.
PROGRAM: Project activities are directed primarily toward parents and community service providers, although the objective is to reduce or eliminate the risk for developmental disabilities among children whose parents are developmentally disabled. Intervention is provided in the home, in the project's home-style center, and in other agency settings, over a one-year period. Individual sessions and weekly play groups for parents and children are designed to meet individual needs of the child. Parents' needs, strengths, and learning styles are assessed at enrollment, and training for parents employs experiential rather than didactic teaching methods. Parents also participate in parent-child play groups and support groups. Project staff assist parents in finding appropriate educational and social settings for their child, and provide technical assistance to community service providers on how to work with children and parents with special needs.

U.N.M. Family Context Model

HCEEP Inservice Training Project Funding Period: 1987-90
Fiscal Agency: University of New Mexico School of Medicine

MAJOR GOAL: To develop a family-centered inservice training model that emphasizes an effective team approach to serving developmentally disabled or at-risk infants and toddlers, birth to age 2 years, and their families; and to develop a developmentally based, family-centered intervention curriculum.
TARGET POPULATION: Multidisciplinary professionals and paraprofessionals who provide early intervention and related services; and parents.
PROGRAM: The Inservice Training Model begins by identifying the ecological system within which the family operates in their community. The project will develop a community profile, focusing on factors that affect family functioning; a training manual on Building an Effective Team, with particular emphasis on rural areas; and an Inservice Training Guide. The Family-Centered Intervention Curriculum will integrate family systems theory and approaches into all content areas. While professionals will continue to address the child's educational and therapeutic needs, curriculum emphasis will be on supporting the family system in order to enhance satisfaction, build confidence, increase competence, and develop coping strategies. The project will draw on a Best Practices Network to assure high quality and to locate existing materials for use or recommendation within the curriculum.

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Facilitating Supportive Interactions between High-Risk Neonates and Their Caregivers by Nurses in the Neonatal Intensive Care Nursery

DPP Personnel Preparation Grant Funding Period: 1985-88
Fiscal Agency: State University College at Buffalo

TARGET OF TRAINING: Nursing care professionals who work in neonatal intensive care units (NICUs).
TRAINING PROGRAM: The preservice personnel training program focuses on teaching professional staff to assist caregivers of at-risk neonates to engage in more supportive and positive interactions with their infants in order to reduce the likelihood of developmental disabilities, handicaps, abuse, and neglect. The training program consists of four 4-hour training sessions and two hours of supervised practicum in the NICU. Each session consists of content information, case studies, role-playing and simulations, analyses of videotaped parent-infant interactions, and skill practice of specific intervention techniques. The Nurse-Parent Training Curriculum Manual is scheduled for publication this year. Other products include Infant Intervention in the NICU and Looking at Communication Styles with Parents.

Facilitator-Specialist Preparation Program

DPP Personnel Preparation Grant Funding Period: 1985-88
Fiscal Agency: University of Rochester

TARGET OF TRAINING: Graduate students in related service fields, such as nursing, occupational therapy, physical therapy, speech therapy, social work, and allied health fields.
TRAINING PROGRAM: The program provides preservice training to prepare specialists to work with handicapped and high-risk newborns and infants. A transdisciplinary model is utilized, with training experiences occurring in both hospital and community settings. A continuing collaborative effort exists among the University Affiliated Program for Developmental Disabilities (Department of Pediatrics, University of Rochester Medical Center), the Division of Neonatology of the School of Medicine and Dentistry, and the Graduate School of Education and Human Development.

Differential Diagnosis of Children Who Stutter

DID Research Grant — Funding Period: 1985-88
Fiscal Agency: Syracuse University

PURPOSE: To obtain objective information regarding the speech and nonspeech behavior associated with stuttering among young children, age 2 to 7 years.
METHOD: Structured conversations of 40 children who stutter will be videotaped. These will be analyzed to determine subgroups based on observable behavior. Sound prolongation also will be measured.

Crossroads: A Cooperative Transagency Program for Preschool Culturally/Linguistically Diverse Exceptional Children

HCEEP Community Involvement Project — Funding Period: 1987-90
Fiscal Agency: Language Development Program of Western New York, Inc.

MAJOR GOAL: To coordinate and deliver services to culturally/linguistically diverse (C/LD) preschool handicapped and at-risk children and their families in the least restrictive settings; and to prepare program staff and other caregivers to serve this population.
TARGET POPULATION: Handicapped and developmentally at-risk children birth to age 5 years from diverse cultural/linguistic backgrounds (including Hispanic, Black, Asian American, and American Indian), and their families. Most of the children served are mentally retarded, physically impaired, and/or communicatively disordered.
PROGRAM: CROSSROADS is a community-based transagency program that takes an integrative approach to C/LD-special education services. Educational, therapeutic, and medical services are provided to children in existing service settings, while CROSSROADS staff provide culturally and linguistically specific services not currently available in participating agencies. These services include assessments involving another language, assessment of the child's cultural proficiency needs, development of basic concepts through the child's home language, and interpretation of culture-based behavior patterns. Family services are directed toward helping families access needed services, understand due process, and participate in their child's intervention and development. CROSSROADS staff also assist families indirectly by working with agency staff and community providers to foster understanding of cross-cultural communication and the acculturation process. Staff support services include workshops, individual training, and dissemination of materials through a regional resource network.

Inservice Training for Outreach Personnel Working with Migrant Parents and Infants

HCEEP Inservice Training Project — Funding Period: 1986-89
Fiscal Agency: State University of New York/New Paltz

MAJOR GOAL: To train community outreach personnel to work with migrant parents of infants, birth to age 2 years, and of preschool handicapped children in identifying handicapping conditions and in procuring of appropriate services.
TARGET POPULATION: Migrant tutors, census recruitment personnel, public health nurses, social workers, clinic staff, and WIC personnel.
PROGRAM: Training will focus on how outreach staff can help migrant parents to recognize handicapping conditions in their child, to identify services for which their child is eligible, to understand their rights and responsibilities, and to help their child develop physical, emotional, and cognitive skills. The project will develop training materials (including manuals, videotapes, and activities) for workshops and inservice training sessions for outreach personnel. Materials for migrant parents will utilize visual and auditory modes not dependent upon reading capabilities. Where feasible, television may be used for delivery of information. The completed model will be disseminated on request to state directors of migrant education and to local agencies serving infants and preschoolers from migrant families.

Regional Program for Preschool Handicapped Children

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: Putnam/Northern Westchester BOCES

TARGET FOR OUTREACH SERVICES: Teachers, aides, clinical specialists, and administrators of preschool programs in school districts, intermediate units, private agencies, and Head Start centers; and state and local agencies.
OUTREACH SERVICES: The project provides awareness workshops, needs assessments for individual agencies, and training in model components.
DIRECT SERVICE MODEL: The model is characterized by parent involvement, integrated transdisciplinary intervention, and an interactive teaching process. A six-member team provides needs assessment, educational program planning, service delivery, and program coordination activities. Classroom intervention is designed to increase the child's verbal, perceptual, motor, and general cognitive skills through diagnostic/prescriptive teaching, language intervention, and positive reinforcement. Parents participate on the transdisciplinary team and have access to counseling, group meetings, home training, and other support services. Products include The Curriculum Model; The Preschool Project Manual; The Parent Volunteer System: A Manual and Activity Catalog for Teachers; Transdisciplinary Training, Assessment, and Consultation Model; Transition Program--Preparing for School; and community awareness materials.

Special Friends and Computer Project

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: United Cerebral Palsy Association of Western New York, Inc.

MAJOR GOAL: To develop an integration model that promotes social interaction and school survival skills; to promote use of the computer as a prosthetic tool to equalize play skills between physically handicapped and nonhandicapped children; and to disseminate information on the use of computer adaptives.
TARGET POPULATION: Motor- and language-impaired children age 3 to 5 years and their parents. Four groups are targeted: 1) severely physically handicapped children of normal intelligence who are nonvocal communicators; 2) severely physically handicapped children of normal intelligence who are vocal communicators; 3) communicating multihandicapped children who function intellectually 1.5 standard deviations or more below the mean of the general population; and 4) verbal learning disabled children who have mild physical handicaps.
PROGRAM: The project uses computer-based learning and play to develop communication, socialization, and school survival skills in the target group. Handicapped children are paired with nonhandicapped peers for supervised computer work daily. Computer hardware is modified to meet the needs of physically handicapped children. Parent training includes exposure to software and hardware, introduction to play activities, and information on transition to public school programs.

A Team Approach from Hospital to Home: Pediatric Residents, Nurses, and Parent Consultant Team Working with Handicapped/At-Risk Infants and Families

HCEEP Inservice Training Project Funding Period: 1987-90
Fiscal Agency: State University College at Buffalo

MAJOR GOAL: To develop, implement, and validate an inservice training model for health professionals, which focuses on medical and psychosocial interventions for at-risk and handicapped infants, birth to age 2 years, and their families, and on techniques of team-building and collaboration.
TARGET POPULATION: Pediatric residents, neonatal intensive care unit (NICU) nurses, pediatric nurses, and parent consultants.
PROGRAM: The object of the training program is to produce multidisciplinary teams that will work with infants and families in the hospital and during the transition from hospital to community service agencies. Training will address recognition of early developmental disabilities and their variability, screening and assessment instruments, effective communication with families, appropriate psychosocial interventions, and effective teamwork. The curriculum will be organized into four modules: 1) inservice training for pediatric residents, 2) inservice training for NICU and pediatric nurses, 3) inservice training for parent consultants, and 4) training in the team process for physicians, nurses, and parents. The new program will be incorporated into the ongoing training program at Children's Hospital of Buffalo. The model will be field-tested, evaluated, and validated, and will be made available to hospitals and medical schools for replication and adoption.

NORTH CAROLINA

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Comparison of Same-Aged and Mixed-Age Groupings in Mainstreamed Preschool
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continued on next page

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A Core Competency Training Program for the Family and Infant Specialist

DPP Personnel Preparation Grant Funding Period: 1985-88
Fiscal Agency: Appalachian State University

TARGET OF TRAINING: Special education teachers and allied health professionals.
TRAINING PROGRAM: The preservice training program consists of a four-course sequence that may be taken as an elective series at the upper undergraduate level or as part of a masters degree program. The program provides intensive coursework within the context of a direct service program for handicapped infants and their families. An apprentice-tutelage model will be used to train students in competencies identified as crucial for the Family and Infant Specialist, and to prepare these students to work in a variety of settings, including home, center, and clinic. Dissemination of the training program will be accomplished through a program manual, presentations, and external replication.

Graduate Training in Infant Intervention

DPP Personnel Preparation Grant Funding Period: 1987-90
Fiscal Agency: University of North Carolina/Chapel Hill

TARGET OF TRAINING: Graduate students with backgrounds in special education and health-related fields.
TRAINING PROGRAM: The project will provide a comprehensive training program for students committed to working with handicapped newborns, infants, and their families. The training program offers two options. The Clinical Training Program, a one-year program leading to a masters degree in special education, is clinically focused, with coursework and practica designed to prepare infant interventionists to work with children and families in a variety of settings. The Leadership Training Program is a two-year program emphasizing leadership skills necessary to work effectively in diverse health care, education, and mental health service systems. Graduates of the second option will receive masters degrees in both special education and maternal and child health. Both options involve coordinated, interdepartmental training in special education and maternal and child health, with additional coursework in physical therapy and speech and hearing sciences. The two-year option requires a minimum of two years of prior professional experience in a related field. The program recognizes the transactional nature of infant development, and takes a systems approach to child and family.

Postgraduate Training for Physical Therapists for Newborn and Infant Care

DPP Personnel Preparation Grant Funding Period: 1985-88
Fiscal Agency: University of North Carolina/Chapel Hill

TARGET OF TRAINING: Graduate students in medical allied health professions with a major in physical therapy.
TRAINING PROGRAM: The program will provide support to trainees in either their first or second year of masters-level study. Trainees will participate in academic coursework, advanced clinical practicum experiences, and ongoing research aimed at: a) increasing their theoretical and practical knowledge about normal and abnormal newborn infant development, parent-infant interaction, and assessment and management of infants with developmental delays and movement disorders; b) increasing their clinical skills in planning and implementing, with professionals from other disciplines, assessment and management programs for high-risk and handicapped infants and their families; and c) increasing their abilities to evaluate programs for newborns and infants and to conduct research. Trainees will graduate with a specialty area in pediatric physical therapy and a clinical supporting area in infant studies.

Analysis and Interpretation of Structural Features of the Early Intervention Research Institute

DID Research Grant Funding Period: 1986-88
Fiscal Agency: Appalachian State University

PURPOSE: To improve the validity, reliability, and utility of meta-analysis of the Early Intervention Research Institute (EIRI), a data base containing efficacy data about intervention programs for handicapped, at-risk, or disadvantaged children, birth to age 66 months.
METHOD: Structural features of the EIRI data set will be examined in terms of specificity of unit of analysis, normality of effect size distributions, completeness of the data matrix, and completeness of design matrices. Substantive and methodological conclusions based on this analysis will be drawn.

Characteristics and Determinants of Behavior Changes among Handicapped and At-Risk Infants and Toddlers

DID Research Grant Funding Period: 1986-88
Fiscal Agency: Appalachian State University

PURPOSE: To expand a data file on over 1000 handicapped and developmentally at-risk infants and preschoolers served by an early intervention program that combines social network theory, human ecology principles, and adaptational theory.
METHOD: Data that have been collected on approximately 400 children will be coded. Existing data files will be expanded by coding information on specific interventions to analyze data in terms of intervention-related factors associated with behavioral change. Descriptive and comparative analyses will be performed along with determinant and causal analyses.

Comparison of Same-Age and Mixed-Age Groupings in a Mainstreamed Preschool

DID Research Grant Funding Period: 1987-88
Fiscal Agency: University of North Carolina/Chapel Hill

PURPOSE: To examine the age of peers as a factor influencing handicapped children's cognitive, social, and linguistic development in a mainstreamed preschool environment.
METHOD: The project will conduct a systematic, controlled, longitudinal investigation of the relative effects of same-age and mixed-age groupings on the development and behavior of both handicapped and nonhandicapped children in a mainstreamed day care center. Forty-eight children, 16 handicapped and 32 nonhandicapped, age 15 to 50 months will be assigned randomly to either same-age or mixed-age groups during their stay at the center. All children will receive the same curriculum and services. Developmental status, social behavior, and communicative behavior will be documented at 6-month intervals throughout the three years of the study. Follow-up assessments of children in kindergarten and first grade be will conducted to determine the long-term developmental and behavioral effects. As four-year-olds move into kindergarten, new groups of one-year-olds will enter the subject pool.

Carolina Institute on Infant Personnel Preparation

DES Research Institute — Funding Period: 1987-92
Fiscal Agency: University of North Carolina/Chapel Hill

PURPOSE: To study effective procedures for educating professionals to work with handicapped infants and their families; and to develop curricula and materials related to working with families, interacting with professionals from other disciplines, determining when other specialists need to be consulted, developing individualized family service plans, and accessing emerging information and research findings.
ACTIVITIES: The institute will consist of three integrated strands: 1) Preservice Interdisciplinary Studies, addressing issues surrounding preservice personnel preparation in and among eight disciplines (special education, physical therapy, occupational therapy, speech-language pathology, social work, nursing, psychology, and nutrition); 2) Inservice Education, addressing the process of providing and evaluating inservice training; and 3) Materials and Development, addressing the determination of content, format, and teaching strategy for curricula and materials, and the evaluation of completed products. The institute will examine and use procedures for documenting extended outcomes of training, including ethnographic systems-level studies. Other proposed products include lists of guidelines and criteria in evaluating infant training materials; a meta-analysis of inservice training programs; and a summary of information on commonalities and gaps in infant personnel preparation.

Carolina Policy Studies Program

DES Research Institute — Funding Period: 1987-92
Fiscal Agency: University of North Carolina/Chapel Hill

PURPOSE: To conduct descriptive and explanatory research studies on the policy development and implementation of Part H of P.L. 99-457, which provides support for delivery of services to infants and toddlers with handicaps, and their families.
ACTIVITIES: The institute will use a multidisciplinary approach to studying the progress of implementation and the factors that inhibit or enhance that effort. The descriptive component will assemble a national data base of such information as number of children and families served and the number of professionals across disciplines providing services. The explanatory component will focus on specific aspects of the legislation, such as finance, interagency coordination, family involvement, professional preparation, and the impact of values on policy development and implementation. As there is great diversity in states' progress toward implementation, individual states will be charted on a developmental implementation scale with multiple elements, so as to provide a current portrait and a baseline for measuring future growth. Each year the institute will train ten graduate students from a variety of disciplines in the research techniques of policy analysis and will provide opportunities for these students to participate in and conduct research.

Charlotte Circle Project

HCEEP Demonstration Project Funding Period: 1985-88
Fiscal Agency: University of North Carolina/Charlotte

MAJOR GOAL: To enhance the relationship between parents and their handicapped child by increasing the child's responsiveness, reducing the frequency of stressful behaviors, and promoting acquisition of developmental skills.
TARGET POPULATION: Children birth to age 3 years who are severely or profoundly retarded.
PROGRAM: Each child spends three to five days per week in a center-based program housed in a developmental day program for persons with severe handicaps. Center-based activities include massage; music; tactile, visual and auditory stimulation; vocal play; occupational and physical therapy; oral stimulation; therapeutic feeding; language stimulation; and reduction of identified interfering behaviors. During monthly home visits, project staff observe parents conducting specified activities, demonstrate the program to other family members, and help solve problems regarding daily life with a handicapped child. Services for parents include training, a parent support group, and respite time while the child is in the center-based program. The project will develop a Social Reciprocity Curriculum for use with very young, severely handicapped children and their families in a variety of service delivery models.

The CHILD Project (Children with Handicaps Integrated for Learning in Day Care)

HCEEP Community Involvement Project Funding Period: 1987-90
Fiscal Agency: Duke University Medical Center

MAJOR GOAL: To coordinate development of a system of interagency cooperation for service delivery; to develop a system of screening, diagnosis, and intervention for handicapped children in day care; and to develop a model for creating individual family service plans that are sensitive to the needs of working parents.
TARGET POPULATION: At-risk and handicapped children birth to age 5 years, whose families use or are in need of day care.
PROGRAM: The project will establish a resource center, the CHILD Center, that will serve as a single "portal of entry" into the service system for young handicapped children, and will coordinate interagency efforts to serve these children in appropriate community settings. Community day care has been identified as the least restrictive setting for services for children with working parents. The CHILD Center will offer workshops for day care providers and agency personnel on screening methods to identify developmental and behavioral problems of children in their care; assist in the development of Individual Family Services Plans and Individual Education Plans that are sensitive to the needs of working parents and their handicapped children; and provide training and support to day care personnel in implementing services. The project will develop curriculum materials for use in group care settings based on the Carolina Curriculum for Handicapped Infants and Infants at Risk (CCHI). Information gained from the project, including data on the prevalence of developmental and behavioral disorders among young children in day care, will be disseminated.

Family Specialist Training Program

HCEEP Inservice Training Project — Funding Period: 1987-90
Fiscal Agency: Appalachian State University

MAJOR GOAL: To provide onsite inservice training to staff in existing early intervention programs in order to improve services to handicapped infants, birth through age 2 years, and their families.
TARGET POPULATION: Staff of developmental day care centers, early childhood intervention services, and other early intervention programs in North Carolina (e.g., neonatal intensive care nurseries, intervention programs operated by social service agencies, evaluation clinics, etc.).
PROGRAM: The project will provide extensive, long-term, onsite inservice training to early intervention program staff, organized around four training modules: Infant Development and Family Functioning; Assessment of Infants, Families, and Communities; Early Intervention and Family Support; and Ecology of Family and Infant Intervention Programs. The modules represent a comprehensive competency-based model for increasing staff knowledge and skills in observation, assessment, intervention, organization, management, evaluation, and family involvement. Staff of programs receiving training will complete a competency-based needs assessment for content and practice in each of the four modules. Programs may elect to receive training in specific modules or in specific sets of competencies within one or more modules. Training will be both knowledge- and skill-based and will be structured around developmental and family orientations to infant intervention.

HAPPEN: Helping Agencies Promote Parent Empowerment through Networking

HCEEP Demonstration Project — Funding Period: 1985-88
Fiscal Agency: Appalachian State University

MAJOR GOAL: To develop, implement, and evaluate a networking process for families with special needs children that allows families to identify their needs and the resources available within themselves and the community, explore options for action, prioritize and implement the best options, evaluate their actions, and develop support networks within their community.
TARGET POPULATION: Families of handicapped or at-risk children, birth to age 8 years, who reside in a six-county rural area. Many of these families are transitioning among service providers, and about half are economically disadvantaged. Priority is given to minority or underserved children.
PROGRAM: The project mediates linkages among families and members of their community network, both formal and informal. All ecological units (siblings, relatives, friends, church members, community members) are included as resources that bear on the child's and family's well-being. Children and families are assisted in the transition from regional hospital care back to their home communities, and from preschool services to the public schools. The project offers families support in communicating with professionals, information on resources and advocacy issues, and individual planning to meet family needs. The project also offers workshops for siblings and disability awareness activities for communities. Parents serve on the project's advisory council and help to evaluate the program.

Project SEARCH (Systems Effects of the Acquisition of Response-Contingent Human Behavior)

HCEEP Severely Handicapped Infant Project — Funding Period: 1987-90
Fiscal Agency: Appalachian State University

MAJOR GOAL: To demonstrate the multiple, systems-level effects of the acquisition of response-contingent behaviors on severely, multiply handicapped children, their families, and other caregivers.
TARGET POPULATION: Severely/profoundly retarded and multiply handicapped infants and preschooler, birth to age 6 years, and their families.
PROGRAM: The project will provide both home-based and center-based services to children and families using a response-contingent learning approach to assessment and intervention. Children are provided with opportunities to take an active role in interactions with social (e.g., parent-child interaction) and physical (e.g., toy play) environments. The child's response capabilities, identification of appropriate and reinforcing environmental events (social and nonsocial), and manipulation of environmental events (e.g., use of adaptive switches) to provide opportunities for active control will be assessed. The project will evaluate and document concomitant behavior changes (e.g., smiling, vocalizations, body movement) and higher-order effects (e.g., ability to entertain self, overall temperament, new learning) on the part of the child, as well as the second-order effects (e.g., perception of child's abilities, styles of interaction with child) and higher-order effects (e.g., self-esteem, focus of control) on the part of parents and caregivers. Active participation in intervention by parents and other caregivers is crucial.

Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: Appalachian State University

TARGET FOR OUTREACH SERVICES: State education agencies, local education programs, existing preschool programs, and parent-initiated programs.
OUTREACH SERVICES: The project provides onsite, preservice, and inservice replication training for preschool administrators, professionals, paraprofessionals, parents, and volunteers to develop or expand programs. Training, workshops, consultation, and technical assistance will be provided to state agency personnel, professionals, paraprofessionals, and students. Priority is given to programs for previously unserved rural children with severe or profound handicapping conditions.
DIRECT SERVICE MODEL: The model's cooperative preschool programs for handicapped children birth to age 6 years are operated by parents, with training and assistance from project staff. Training consists of specific skills in conducting classroom routines (circle, pretend play, snack, play activities, etc.) and applying interventions (e.g., incidental teaching, response-contingent instruction) in such target behaviors as cup-drinking, walking, and two-word combinations. Products include Classroom Environments for Handicapped Preschoolers; assessment materials; checklists; and a videotape on incidental teaching.

National Early Childhood Technical Assistance System (NEC*TAS)

HCEEP Technical Assistance Center Funding Period: 1987-91
Fiscal Agency: University of North Carolina/Chapel Hill

PURPOSE: To assist states in the development and provision of multidisciplinary, comprehensive and coordinated services for children with special needs, birth through age 8 years, and their families.
ACTIVITIES: NEC*TAS offers a collaborative approach to nationwide technical assistance (TA), drawing on multidisciplinary professional and parental expertise. The Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill serves as coordinating office, with five collaborators: Child Development Center, Georgetown University; the Department of Special Education, University of Hawaii at Manoa; the National Association of State Directors of Special Education (NASDSE), the National Center for Clinical Infant Programs (NCCIP), and the National Network of Parent Centers. Their efforts are supplemented by the involvement of nationally recognized professionals through the NEC*TAS Advisory Group, expert teams, and other key TA organizations and professionals. NEC*TAS has three major goals: 1) to help community agencies and other entities develop their capacity to provide high-quality, comprehensive services for children with special needs and their families; 2) to help states develop and implement policies and practices related to improving and expanding comprehensive services; and 3) to facilitate the national exchange of research and best-practices information. Activities will be directed toward state agencies and other appropriate institutions, organizations, programs, and projects, including federally funded projects in the Handicapped Children's Early Education Program. TA services will be provided through consultations, group meetings, conferences, on-site visits, telecommunication linkages, and print products.

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DPP Personnel Preparation Grant

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Handicapped Personnel Preparation to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

DDP Personnel Preparation Grant Funding Period: 1986-89
Fiscal Agency: Department of Education, Commonwealth of the Northern Mariana Islands

TARGET OF TRAINING: Early childhood education and related service personnel serving newborns and infants who are handicapped or at high risk for handicaps.
TRAINING PROGRAM: The project will select local personnel to be trained in key direct and related service areas so that they may work with medical, education, and related service providers and parents in providing appropriate care for handicapped and at-risk infants and newborns. Given the geographic isolation of the Commonwealth, limited resources, and limited postsecondary training facilities in the Pacific Basin, it will be necessary to send most, if not all, of the personnel selected for training to accredited colleges with the required degree and/or certification programs in the mainland United States.

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Preservice Interdisciplinary Training in Early Identification and Intervention for High-Risk Infants and Their Families

DPP Personnel Preparation Grant Funding Period: 1986-89
Fiscal Agency: Cincinnati Center for Developmental Disorders

TARGET OF TRAINING: Preservice personnel in early childhood education and related services.
TRAINING PROGRAM: Project interdisciplinary staff will develop and implement at the University of Cincinnati a curriculum that addresses topics essential for early identification and intervention programs for infants birth to age 2 years who are at high risk for or with developmental disabilities, and their families. Twelve to 15 trainees will participate in the program. Dissemination of project activities will occur in the second and third years of the grant, in cooperation with local, state and federal agencies.

Early Language Training for Young Children with Down Syndrome

DID Research Grant Funding Period: 1986-88
Fiscal Agency: Family Child Learning Center

PURPOSE: To evaluate an early language training program for children with Down Syndrome that integrates information on the children's phonetic repertoires and language learning styles with established procedures for encouraging spontaneous communication.
METHOD: Forty-eight Down Syndrome children, age 24 to 42 months, will participate in training and follow-up in one of four conditions based upon their learning style (referential/match, social-expressive/match, referential/mismatch, and social/expressive mismatch). Measurements will be obtained at 6-month intervals regarding spontaneous communicative behavior and language learning style.

Effects of Neurodevelopmental Treatment on Children with Movement Disorders

DID Research Grant Funding Period: 1985-88
Fiscal Agency: Family Child Learning Center

PURPOSE: To investigate the effects of neurodevelopmental treatment intervention methods on four aspects of motor performance of young children with movement dysfunction.
METHOD: Thirty-two children age 12 to 36 months with diagnosed cerebral palsy/brain damage will participate in an adapted delayed/nondelayed treatment design. Sixteen children will participate in each of two levels based on motor dysfunction (mild/moderate and severe). Three independent variables will be analyzed: child's age, intervention methods used, and degree of movement dysfunction. Dependent measures include range of motion, muscular coordination in posture and movement patterns, posture and movement organization, and acquisition of motor milestones skills. Generalization will be examined.

Parent-Child Conversation: A Longitudinal Project for Research into Intervention with Language-Delayed Handicapped Children

DID Research Grant Funding Period: 1984-88
Fiscal Agency: Nisonger Center, Ohio State University

PURPOSE: To examine parent-child interaction (conversation) as a potentially useful tool for establishing early communication and socialization skills in developmentally delayed children age 2 to 6 years.
METHOD: Forty parent-child dyads will be divided into three groups for purposes of research: preconversational (10 dyads), prelinguistic conversational (10 dyads), and linguistic conversational (20 dyads). Videotapes and a coding system corresponding to six parameters of communication development (joint activity routines, turn-taking with actions, turn-taking with communications, conventionality, conversational content, and conversational use) will be used for data collection. Major research objectives include 1) determining for preverbal and verbal handicapped children the status of parent-child interactions along the six parameters; 2) determining the effectiveness of a conversation-based treatment program; and 3) developing, refining, evaluating, and disseminating verbal language treatment programs that are based directly on the programs tested in objective #2 for preverbal children. A preservice training package for teachers, clinicians, and parents and clinical instruction manuals will be published and distributed by a commerical firm.

Equals in Partnership

HCEEP Inservice Training Project Funding Period: 1986-89
Fiscal Agency: Kent State University and Children's Hospital Medical Center of Akron

MAJOR GOAL: To train families and multiple discipline personnel to work as partners, develop expertise in the care and management of infants with handicaps, and develop coordination and communication skills.
TARGET POPULATION: Senior level medical students, pediatric medical residents, physicians, nurses, and parents.
PROGRAM: Comprehensive and varied inservice training experiences for families and multiple discipline personnel are provided through five components: a) education for senior level medical students; b) education for pediatric medical residents; c) hands-on training workshops for parents, related services personnel, nurses, and physicians (with related elective coursework); d) inservice workshops for physicians, nurses, and related services personnel; and e) an interdisciplinary conference focusing on newborn and infant care and programming. The project will evaluate each training component using self-learning assessments, measures of participant satisfaction, and direct observation of participant performance, as appropriate. Dissemination activities include conference presentations and print publications.

Family Infant Project

HCEEP Severely Handicapped Infant Project Funding Period: 1986-89
Fiscal Agency: Family-Child Learning Center

MAJOR GOAL: To develop a "preventive intervention approach" to service delivery, which emphasizes "wellness" and remediation in the context of family-infant interaction.
TARGET POPULATION: Infants birth to age 24 months who are at significant risk for severe or multiple handicaps, and their families. Minority and underrepresented groups are emphasized.
PROGRAM: Children are referred from neonatal intensive care units (NICUs). Activities for parents and infants are integrated with the Neonatal Follow-up Clinic, in order to reduce family stress levels and provide comprehensive management of the child's medical and programming needs. Clinic visits are scheduled regularly after the infant leaves the NICU. Weekly mother-infant group sessions focus on developing healthy interactions, teaching mothers to recognize and respond to infants cues, and suggesting activities which can be implemented in typical caregiving routines to foster development of communicative, cognitive, motor, and social affective skills. Fathers and infants participate in monthly Saturday morning interaction groups. Specialized and remedial methods will be incorporated into all activities in these group sessions. Coordination with public school programs, community-based day care, nursery-preschool, and other similar programs is provided to facilitate transition at about age 24 months. Dissemination efforts include awareness activities, professional training, and technical assistance.

The Inservice Model

HCEEP Inservice Training Project — Funding Period: 1987-90
Fiscal Agency: Ohio Department of Mental Retardation/Developmental Disabilities

MAJOR GOAL: To develop an inservice training model that emphasizes a multiagency approach to training personnel to provide services to young children, birth through age 2 years, with or at risk for handicapping conditions, and their families.
TARGET POPULATION: Direct service personnel in education, health, and social services who work with handicapped and at-risk infants and their families.
PROGRAM: The training model reflects current best practices. The curriculum, which is competency/performance-based, includes courses in child development, disabilities and risk factors, family dynamics, assessment and evaluation, early intervention, learning environment and curriculum planning for early intervention programs, team models and community collaboration, and management of the learning environment. Supervised internships will be offered. Special features of the project include a noncategorical approach to service provision; training directed to working with a wide range of ability levels among children; a family systems approach to programming; and an interdisciplinary and interagency approach to training.

Integrated Preschool Project

HCEEP Community Involvement Project — Funding Period: 1987-90
Fiscal Agency: Akron Public Schools

MAJOR GOAL: To develop and implement an interagency collaborative model for delivery of integrated special education and related services for young children with disabilities, within existing preschools for children who are nondisabled.
TARGET POPULATION: Children, age 3 to 5 years, with significant disabilities, such as cerebral palsy or other motor movement, multisensory impairment, severe specific language disorders, multiple handicaps, or severe behavior disorders; and their families.
PROGRAM: The model integrates services from the local education agency with those delivered by Head Start. Children are integrated into three Head Start Centers on the basis of child's chronological age and degree of disability, and the geographical location of the child's home. Child and family goals are assessed, and parents participate with professionals in developing individual education plans and specific instructional strategies to accommodate the child's disability. Therapists provide consultation to classroom teachers in classroom physical design, materials selection and modification, task modification, and integrated procedures for intervention with specific children and/or for group activities. Speech/language, occupational, or physical therapy services are provided as needed. Parent trainers assist families in accessing community resources and in working with their children at home. Staff development activities are available for Head Start and project staff.

Therapeutic Liaison Consultant (TLC) Project

HCEEP Least Restrictive Environment Project Funding Period: 1986-89
Fiscal Agency: Cincinnati Center for Developmental Disorders

MAJOR GOAL: To develop an interagency model to promote educational and therapeutic treatment for handicapped, abused, and neglected children in least restrictive, mainstreamed preschool and child care settings; and to improve transdisciplinary competencies and collaborative efforts of early childhood educators, parents/foster parents, and caseworkers.
TARGET POPULATION: Children age 3 to 5 years who are handicapped, abused, or neglected and are at risk for or have developmental or behavioral disorders.
PROGRAM: Children participating in the project are matched to an appropriate treatment slot (intensive, direct center-based intervention, or consultation-only in community programs). The direct service portion provides direct intervention activities at a mainstreamed Head Start Center four days a week over a five-month period. The TLC team holds weekly meetings and reviews audiovisual tapes of the child's interaction and functioning in the classroom environment. At the end of the treatment period, children and parents may be referred to other programs for further treatment. The consultation-only option provides liaison services on implementing the child's treatment plan with the placement agency (generally a mainstreamed Head Start program or early childhood agency). Parents are counseled in behavior management. Both the direct service and consultation-only service models provide training in transagency teamwork to educators and other professionals.

Transition from Hospital to Home and Community for Infants with Chronic Medical Disabilities

HCEEP Severely Handicapped Infant Project Funding Period: 1987-90
Fiscal Agency: Columbus Children's Hospital

MAJOR GOAL: To develop a multidisciplinary, home-based intervention model to deliver comprehensive family-focused services to infants with chronic medical disabilities, and their families; to facilitate transition of these infants from hospital-based tertiary care into community intervention systems; and to train local service personnel to implement the model.
TARGET POPULATION: Infants, birth to age 2 years, with bronchopulmonary dysplasia (BPD), and their families. BPD is a chronic respiratory disease frequently accompanied by multiple handicaps. It is common to premature newborns who experienced initial respiratory distress at birth.
PROGRAM: The program bases its services on the biosocial systems model, which allows for longitudinal assessment of infant, caretaker, environment, and the stresses and supports that influence infant-family interactions. The delivery system is family-focused, multidisciplinary, and home-based. Intervention begins in the hospital. After the infant is discharged, an interventionist from the collaborative intervention team visits the home weekly to teach parents how to implement developmentally appropriate activities. Other components address health, nutrition, education, family-infant interaction, and social support. The project will adapt the Portage Guide to Early Education and the Partners in Learning curricula. Training is available for local service providers.

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Education and Related Services to Newborn and Infant Handicapped Children

DPP Personnel Preparation Grant Funding Period: 1987-90
Fiscal Agency: Oregon State System of Higher Education--Teaching Research

TARGET OF TRAINING: Students enrolled in programs leading to a teaching certificate and/or masters degree in special education, and professionals currently working in the early intervention field.
TRAINING PROGRAM: The preservice training project is designed to prepare personnel to meet the needs of handicapped infants, birth to age 3 years, and their families. This program, a cooperative effort between the Teaching Research Division and Western Oregon State College (WOSC), will enable students to acquire an area of concentration in early intervention as part of their teacher certification and/or degree program and enable working professionals to gain new or update existing skills in the area of early intervention. Training will employ a multidisciplinary focus, and will include materials and consultation in the area of family support and services from the Coalition in Oregon for Parent Education. The new program will be added to the existing special education program at WOSC.

Personnel Preparation of Early Childhood Special Educators with an Emphasis on High-Risk and Handicapped Infants

DPP Personnel Preparation Grant Funding Period: 1986-89
Fiscal Agency: University of Oregon, Center on Human Development

TARGET OF TRAINING: Graduate students in education seeking specialization in services to infants and young children and their families.
TRAINING PROGRAM: The project offers a masters degree program in Early Childhood/Special Education, with special focus on the birth-to-three population. The training program is designed to help students develop competencies in direct intervention skills; parent/family involvement and intervention skills; skills in coordinating varied professional resources; skills in developing curricula materials; evaluation skills; and program supervision and training skills. In addition to coursework in content areas, students are required to complete at least three practica and an internship.

Innovative Approach to Training Paraprofessionals and Peer Tutors in Special Education

DID Research Grant — Funding Period: 1985-88
Fiscal Agency: Oregon Research Institute

PURPOSE: To develop and field-test a technological aid to provide cost-effective training to peer tutors and paraprofessionals working with handicapped children.
METHOD: Sample microcomputer-assisted video instruction (CAVI) system training lessons will be developed and their cost-effectiveness evaluated in applied settings. Comparative studies will be performed regarding the cost-benefits of automated vs. traditional training. Pilot testing of the CAVI system will include 40 to 60 paraprofessionals and special education trainees and 60 students in the 4th to 6th grades. Anticipated products include CAVI lesson packages and a training manual.

Inservice Training for Professionals, Paraprofessionals, and Caregivers Working with At-Risk Infants and Families

HCEEP Inservice Training Project — Funding Period: 1986-89
Fiscal Agency: University of Oregon, Center on Human Development

MAJOR GOAL: To improve services for at-risk and mildly handicapped infants, birth to age 2 years, by a) identifying regional needs throughout the state, b) developing a set of inservice training materials, c) providing a statewide inservice training conference and workshops for professionals and paraprofessionals, and d) disseminating inservice training materials.
TARGET POPULATION: Professionals, paraprofessionals, and caregivers working with at-risk infants and their families.
PROGRAM: Training will address several issues: needs of infants and toddlers and their families, identification and assessment strategies, intervention approaches, support strategies, and interdisciplinary planning and coordination. The systems approach to working with families of disabled children will be used to conceptualize and plan interventions, drawing on a variety of learning strategies and formats. For the training conference, the project will work with such agencies as the State Department of Education, the State Mental Health Division, and the Head Start Resource Access Project. Dissemination will involve presentations at state and national professional meetings; written products; on-site visits to the project; engaging prospective users in a problem-solving process to select the most appropriate training modules and assist in their implementation; and use of a network of program developers and state early intervention councils to publicize training materials.

Teaching Research Data-Based Classroom Inservice Model

HCEEP Outreach Project Funding Period: 1987-88
Fiscal Agency: Oregon State System of Higher Education--Teaching Research

TARGET FOR OUTREACH SERVICES: Single or multiple classroom units within a local education agency, state educational agency, or other public or private agency.
OUTREACH SERVICES: Outreach services focus on four distinct activities: 1) awareness activities conducted at state and regional conferences and workshops for teachers and administrators; 2) training and technical assistance in model replication, including practicum-based training in a demonstration classroom, follow-up visits to the model site, and ongoing evaluation; 3) a second level of trainer-training activities, also practicum-based, which is directed at establishing replication sites (satellite centers) with the capacity to assist others; and 4) assistance to state educational and other agencies in developing and implementing state early intervention services.
DIRECT SERVICE MODEL: The model is a classroom-based behavioral program serving children age 13 months to 6 years who have a variety of handicaps, including cerebral palsy, mental retardation, and autism. Children are assessed using the Teaching Research Placement Test. The project-developed curriculum is individualized and task-analyzed and emphasizes self-help, motor, language, and cognitive skill development. Trained volunteers provide one-to-one instruction, and group instruction activities are provided by an aide. Parent involvement is encouraged. The project offers training in conducting daily home programs which are coordinated with classroom instruction.

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continued on next page

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Infant Development Specialist Program

DPP Personnel Preparation Grant — Funding Period: 1986-89
Fiscal Agency: Shippensburg University

TARGET OF TRAINING: Professionals in psychology, counseling, education, special education, and health-related fields who seek additional experience and training in normal and abnormal infant development and treatment.
TRAINING PROGRAM: The program is designed to help professionals to develop competencies or specialized skills to serve high-risk/handicapped infants, birth to age 3 years, and their families. The competency-based training program consists of a full-time, 12-month, 36 semester hour curriculum emphasizing a noncategorical, developmental approach to infant services. The program combines academic coursework at Shippensburg University with practicum experience at Polyclinic Medical Center's Infant Development Program. At the conclusion of the masters degree program, graduates will have acquired skills necessary to function as infant specialist, parent educator, parent counselor, team member, and program developer and advocate.

Preparation of Infant Personnel-Related Services

DPP Personnel Preparation Grant — Funding Period: 1986-89
Fiscal Agency: Temple University

TARGET OF TRAINING: Related services personnel (occupational therapists, physical therapists, nurses, psychologist, social workers) and special educators (including speech-language psychologists and audiologists).
TRAINING PROGRAM: The interdisciplinary graduate-level program offers training in competencies required to address the needs of at-risk and handicapped newborns and infants, birth to age 36 months, and their families. The program combines seminars and field work practice. Graduates are equipped to provide special education and related services to children in hospitals, day care centers, infant stimulation programs, social service agencies, and homes. Project staff will develop a set of training materials which will be disseminated at the end of the project's third year.

Preservice Preparation to Serve Multihandicapped Infants

DPP Personnel Preparation Grant — Funding Period: 1986-89
Fiscal Agency: University of Pittsburgh

TARGET OF TRAINING: Personnel who will work with multihandicapped infants.
TRAINING PROGRAM: Personnel are trained to work with infants who were born at the very early stages of premature development. These infants exhibit a myriad of medical problems and handicapping conditions, including cerebral palsy, retinitis of prematurity, and severe to profound mental retardation, and must be monitored, suctioned, and oxygenated to maintain their lives. Training involves a hands-on, carefully supervised approach. A transdisciplinary model is used, with neurodevelopmental techniques and research findings as the basis for intervention. Practica are carried out in hospital-based, home-based, and center-based settings.

University, Private and Public Agency Consortium to Provide Training for Services to Handicapped Infants

DPP Personnel Preparation Grant — Funding Period: 1985-88
Fiscal Agency: University of Pittsburgh

TARGET OF TRAINING: Staff of the St. Peter's Child Development Centers who have been hired to provide intervention services to handicapped infants.
TRAINING PROGRAM: Training is provided by the Association for Retarded Citizens, in association with the University of Pittsburgh. Students complete a degree program emphasizing a transdisciplinary approach, with neurodevelopmental (NDT) techniques. Coursework is combined with monitored hands-on experience in home-based and center-based settings serving handicapped infants.

Effective Intervention Procedures for Teaching Social Skills to Handicapped Preschoolers: Individual and Comparative Analysis

DID Research Grant — Funding Period: 1987-88
Fiscal Agency: University of Pittsburgh

PURPOSE: To refine selected social skill interventions such that later comparison studies will reflect the best versions possible; and to conduct comparative outcome studies assessing the combined and separate effects of the refined interventions.
METHOD: Subjects of the study will be children age 3 to 5 years who are autistic, mildly to severely retarded, or multihandicapped. Interventions selected for study include manipulating and selecting toys, materials, and instructional antecedents; training peer intervention agents; and arranging group-oriented contingencies. Comparison studies of interventions will focus on effectiveness, efficiency, cost, generality across subjects and settings, and social validity. Programs to be studied include model centers, private providers, mental health/mental retardation projects, and a project in a local education agency. Research methods emphasize use of a) single subject experimental designs to answer specific intervention questions; b) multiple replications within studies, across studies, across subjects, and across settings; c) independent variable assessments; d) social validity indices; and e) common, empirically derived target behaviors.

Research in Education for the Handicapped

DID Research Grant — Funding Period: 1987-88
Fiscal Agency: University of Pittsburgh

PURPOSE: To examine maintenance and generalization of social skills of severely handicapped preschool children.
METHOD: Sixty-six children with autism, mental retardation, or multiple handicaps (22 children from each category) will be the subjects of a series of observational and experimental studies using single subject designs. These studies will have several purposes: a) to examine complex chains of behavior that distinguish the social encounters of socially accepted children; b) to validate the identified behavior chains by teaching these responses to socially deficient children and determining if their peer sociometric status and teacher ratings improve; c) to assess the effects of a modified peer-mediated intervention strategy; d) to assess the impact of child-preferred activities on intermediate and generalized behavior change associated with the modified peer-mediated intervention; e) to evaluate the effects of a self-control training package on the maintenance and generalization of treatment efforts associated with the modified peer-mediated intervention; f) to evaluate the effects of a group-contingency procedure on promoting untrained peer supports for the maintenance and generalization of skills; and g) to evaluate a comprehensive intervention package comprised of identified behavior chains, the modified peer-mediated procedure, self-control training, and intervention to promote peer group support.

LEAP Outreach

HCEEP Outreach Project — Funding Period; 1987-88
Fiscal Agency: University of Pittsburgh

TARGET FOR OUTREACH SERVICES: Staff of ongoing preschool programs, including teachers, aides, program administrators, and parents. Eligible replication sites include programs sponsored by state agencies, mental health agencies, universities, and local and regional educational agencies.
OUTREACH SERVICES: Replication training includes a two-day assessment and a two-week training session at the replication site providing demonstration, practice, evaluation, and follow-up. Continued support includes a week-long training session at the new site, assistance with funding activities, data dissemination, and cost-effectiveness assessment. Follow-up visits are scheduled to monitor implementation fidelity and child progress.
DIRECT SERVICE MODEL: The model serves autistic-like and normally developing children, age 2 to 5 years, in an integrated program in a local public school. Developmental specialists provide individualized programming to handicapped and nonhandicapped children. Parents of the handicapped children participate in a training program designed to teach more effective skills for working with their child in school, home, and community settings. The model offers referral and screening, classroom instruction, parent involvement and training, and assistance in transition to future educational placements. Products include a modular curriculum that links assessment to curricula content and a two-module parent training curriculum in generic and specific skills.

Liaison Infant Family Team (LIFT) Project

HCEEP Severely Handicapped Infant Project — Funding Period: 1986-89
Fiscal Agency: Temple University

MAJOR GOAL: To develop a team service delivery model, based on an ecological systems approach, aimed at infants and families served by neonatal intensive care units (NICUs).
TARGET POPULATION: NICU infants and their families. Infants are preterm and medically fragile, and may display any of the follow: significant birth defects, conditions that may lead to developmental delays, or symptoms of Fetal Alcohol Syndrome or drug dependency.
PROGRAM: LIFT helps the family adjust to the birth of a disabled infant, establishes the appropriate service milieu for infant and family, and facilitates transition to community services. Services begin in the NICU. Following assessment of child behavior and development and family functioning, project staff develop an individualized family plan. Families may receive support and training in intervention, child development, and advocacy. Project staff also develop a plan to facilitate transition to community-based early intervention programs and services if needed. Services continue until family enrollment in community programs or until it is determined that family and infant can function without significant professional support. Materials, methods, and procedures used in the LIFT project will be shared with community-based agencies and programs. The project will develop a training program to help NICU staff apply an ecological systems approach to serving families.

Project STEP-UP: Survival Skills Training for Educational Placement in the Least Restrictive Environment

HCEEP Least Restrictive Environment Project Funding Period: 1986-89
Fiscal Agency: Association for Retarded Citizens, Inc., of Allegheny County

MAJOR GOAL: To provide an integrated classroom within existing day care which provides individualized and group training in academic and social/survival skills needed for success in regular school-age placements; and to facilitate transition into the least restrictive school-age environment.
TARGET POPULATION: Children age 4 years who are developmentally delayed or functioning within the mild to moderate range of mental retardation.
PROGRAM: During the year before they are eligible to enter public school-age programs, children receive individualized and group training in academic and social/survival skills in a fully integrated preschool classroom. Progress reports serve as initial introduction to the child for receiving school personnel and as ongoing update for parents. Transition and placement decisions are based on the child's actual level of functioning in critical skills areas, support services available, parent input, and the expectations of the potential school-age placement. Follow-up visits and coordination of support services are ongoing. The project's preschool program operates on an 11-hour day care schedule so that parents' employment or education is not interrupted. Monthly evening meetings for parents focus on such topics as identifying their child's strengths and weaknesses, advocacy, social skills at home, and behavior management. Simultaneous group sessions are provided for siblings. The project works with families to coordinate a total health assessment for their child, as well as recreation activities.

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PREDICTS (Preschool Early Detection and Infant Classification Technique and Service)

HCEEP Community Involvement Project — Funding Period: 1987-90
Fiscal Agency: Rhode Island College

MAJOR GOAL: To develop a transagency identification and service delivery model for children with special needs and their families.
TARGET POPULATION: Children birth to age 5 years who have identified conditions or are at verifiable risk for developmental disabilities, abuse and neglect, childhood morbidity, or parent/child interactional disturbances; and their families.
PROGRAM: The project will develop a Community Based Intervention and Support Service with three components: 1) integrated day care, providing ongoing interaction with age-appropriate peers for children who do not meet current early intervention eligibility criteria, but are at risk for delay due to adverse ecological and family factors; 2) home-based interaction coaching and family support, providing instruction in fundamental care routines, interpreting and responding appropriately to infant cues and behaviors, and facilitating developmental competence; and 3) a parent education and empowerment curriculum, designed to promote independence and self-sufficiency, assist parents in prioritizing needs, and help parents access resources. The project will develop an interagency, family-focused, multiple-risk screening and assessment procedure, which involves subsequent transdisciplinary evaluation of child and family characteristics. Project activities are interdisciplinary, involving special education, developmental psychology, pediatric medicine, and infant psychiatry. The project draws on resources of Rhode Island College and Brown University, and links institutions of higher education with state human service agencies.

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A Model Early Intervention Program for Multiply Handicapped Infants

HCEEP Severely Handicapped Infant Project — Funding Period: 1986-89
Fiscal Agency: University of South Carolina

MAJOR GOAL: To promote infant development through enhancement of parent-infant interaction and parents' use of a structured infant stimulation curriculum; and to coordinate medical, educational, and community services for these families.

TARGET POPULATION: Multiply handicapped infants birth to age 2 years, and their families. The project targets low birthweight infants from the neonatal intensive care unit (NICU) who have intraventricular hemorrhage, severe visual impairment (VI), or both.

PROGRAM: The project's home-based, parent-delivered intervention program spans a two-year period beginning when the child is 3 months adjusted age. Contact begins in the NICU and is maintained by phone until intervention begins. Phase I consists of weekly visits by a physical therapist and/or VI specialist to instruct parents in individual interventions focusing on motor skills. Between visits parents carry out daily 20-minute play activities/exercises with the infant and keep written records of these sessions. Phase II, which begins when the infant reaches 12 months adjusted age, addresses cognitive, language, and social development, through home visits and center-based group sessions offered on alternate weeks. Some parent-infant interactions are videotaped and used as teaching tools to provide feedback to parents. Inservice training activities are available to home visitors, physical therapists, and other caregivers.

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Enhancing the Capacity of Physicians, Nurses, and Social Workers to Provide Related Services to Newborn and Infant Handicapped Children

DPP Personnel Preparation Grant — Funding Period: 1986-89
Fiscal Agency: East Tennessee State University

TARGET OF TRAINING: Professionals in the area of medicine, nursing, social work, and related services.
TRAINING PROBLEM: The program prepares health and related services personnel to serve moderately to severely handicapped infants and toddlers, birth to age 3 years. Level I trainees receive special education training as a 10-hour instructional block within an existing required course. Instruction covers identification of potential handicaps, screening, legal rights of handicapped children and families, and information on community resources. Level II trainees receive intensive instruction (a one-month, full-time commitment for medical students; a three semester hour course for nursing and social work students) in intervention strategies and work directly with children and families in the Child Study Center, under the supervision of staff teachers, counselors, and therapists. The parent of a handicapped child is employed by the program to work with trainees on developing effective and productive relationships with children and families.

Rural Infant Intervention Specialist Project (RIISP)

DPP Personnel Preparation Grant — Funding Period: 1987-90
Fiscal Agency: Tennessee Technological University

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: The program employs an interdisciplinary model, with coursework and activities provided cooperatively by early childhood and home economics (child and family) departments. Training combines coursework with field-based practica in a variety of settings involving both handicapped and nonhandicapped children. Particular emphasis is placed on the special concern associated with planning, implementing, managing, and evaluating service delivery programs in rural, sparsely populated areas. The two-year training sequence leads to a masters degree in special education and is consistent with early childhood special education certification and program standards for Tennessee.

Early Education Research

DID Research Institute Funding Period: 1987-88
Fiscal Agency: Peabody College, Vanderbilt University

PURPOSE: To investigate the effects of three program components (small group individualized instruction, across-the-day language facilitation, and parent-implemented language training) on language use by young children with mild to severe handicapping conditions.
METHOD: The effectiveness of didactic and milieu instructional procedures will be investigated in order to determine which instructional strategy is best suited to handicapped children with relatively good or poor language skills. A series of studies will be conducted to analyze the relative effectiveness of different instructional procedures for small group individualized instruction, across-the-day language facilitation, and parent-implemented language training, and combinations of the three classroom components. Subsequent research will compare the two most effective combinations of instructional procedures and classroom components with current common practice across six classrooms of varying types. The project will produce implementation procedures for the most effective combinations of instructional components for particular children and will assess relative implementation costs.

Social Interaction Training Programs for Young Children with Handicaps: Analysis of Program Features

DID Research Grant Funding Period: 1987-88
Fiscal Agency: Peabody College, Vanderbilt University

PURPOSE: To produce information useful to early childhood special education professionals in making informed choices about the adoption of social interaction skill training components for their programs.
METHOD: The project will describe existing practices in the field; develop a performance-based assessment of social competence; design three socially valid program features for promoting social interaction skills; determine the effects of implementing different combinations of program features on different types of children; analyze the costs of intervention; and examine the effects of the next environment on maintenance and generalization of gains made by children.

Cognitive Education for Preschool Handicapped Children

HCEEP Outreach Project Funding Period: 1987-88
Fiscal Agency: Peabody College, Vanderbilt University

TARGET FOR OUTREACH SERVICES: Preschool education programs and service agencies.
OUTREACH SERVICES: Direct outreach services will be provided to programs and agencies implementing the direct service model. Indirect, decentralized services (including teacher training, consultation, and monitoring of model replication) will be provided through a network of regional support centers built around sites where the curriculum has been implemented successfully.
DIRECT SERVICE MODEL: The Cognitive Curriculum for Young Children is a full-day curriculum for children age 3 1/2 to 5 years with mild to moderate handicapping conditions, including learning disability, emotional disturbance, mental retardation, sensory impairment, and speech-language impairment. The curriculum focuses on development of basic cognitive functions necessary for learning primary-grade content; identifying and remediating deficient cognitive functions; and development of task-intrinsic motivation and representational thought. The model trains parents to act as mediators in their child's learning experiences, and offers supplemental services, such as speech or physical therapy.

Ecological Caregiving for Home Outcomes (ECHO)

HCEEP Nondirected/Experimental Project Funding Period: 1987-90
Fiscal Agency: East Tennessee State University

MAJOR GOAL: To develop three related, ecologically sensitive intervention models specifically designed for severely delayed, medically fragile infants and toddlers with multiple problems.
TARGET POPULATION: Children birth to age 2 years who are severely/multiply handicapped or medically fragile. Group One consists of children with two or more significant developmental delays or chronic medical problems. Group Two consists of medically fragile children without marked delays.
PROGRAM: The project offers three kinds of interventions. Group One neonates receive all three interventions. Group Two neonates receive only CIV interventions. 1) Medically Concurrent Interventions (MCI) provide early intervention and related services to families in the NICU and NICU follow-up clinic. Primary focus includes parental involvement, materials for stimulation, positioning and feeding assistance, agency liaison activities, and providing enhanced developmental assessments. Attention also will be given to anxiety and coping and parental knowledge of resources. 2) Caregivers Instructional Videos (CIV) will be developed for each infant to provide instruction on medication, monitoring equipment, feeding and nutrition, stimulation, positioning and handling, developmental processes, and support networks. 3) Ecological Care Home Outcome (ECHO) provides continuing support for home-care providers and families. Intervention is home-based for children up to age 18 months and includes assistance in feeding, positioning, appropriate stimulation, and use of CIVs. Center-based programs offer support to parents and siblings, and group experiences for multiply handicapped toddlers, age 18 to 24 months.

Southern Appalachian Early Intervention Program

HCEEP Demonstration Project — Funding Period: 1985-88
Fiscal Agency: East Tennessee State University

MAJOR GOAL: To provide comprehensive assessment and intervention services for handicapped infants and toddlers and their families, focusing on medical linkages, transdisciplinary assessment, rural service delivery, and transition.
TARGET POPULATION: Children birth to age 3 years with moderate to severe handicaps, and their families who reside in rural and suburban areas.
PROGRAM: The project provides educational services at the neonatal intensive care unit, at the on-campus center, or at the rural contact centers. After the child's needs are assessed, parents and project staff form an Individual Development Plan which includes center- and home-based activities. Each child is assigned a project facilitator who coordinates and monitors services from the transdisciplinary team. Home-based activities focus on stimulation, movement, pre-speech, and sensory-motor activities. Parents participate in assessment, development of the intervention plan, and implementation of recommended therapeutic interventions. The project offers three levels of parent training: 1) transition support during the child's entry into the program; 2) instruction in activities to be implemented by parents in the home; and 3) training in parenting techniques. Parents also are included in the project's advisory council.

Stone's Throw Network Project (STNP)

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: Tennessee Technological University

TARGET FOR OUTREACH SERVICES: Agencies providing early intervention services for handicapped or at-risk infants and toddlers. Secondary targets may include prenatal classes, parent advocacy groups, parent training classes, high school child development/family relations classes, and health, human services, or education personnel.
OUTREACH SERVICES: Ten public television stations, serving primarily rural and isolated geographic areas, will serve as outreach sites, each targeting a particular service agency in their area. Each station will air "Stepping Stones: Pathways to Early Development," a series of programs focusing on basic skills typically learned in the first 36 months of life. Each station will co-sponsor with STNP staff an initial two-day conference for area service providers; develop and air a live, call-in program and/or public service announcements in conjunction with the series; and assist in collecting evaluation data on the usefulness and impact of the series. STNP staff will provide participating sites with print materials to accompany the series.
DIRECT SERVICE MODEL: The "Stepping Stones" series was developed by the Educational Television Intervention Programs (ETIPS), a former HCEEP model demonstration project. The series consists of 28 15-minute tapes on such topics as attending and inspecting, object permanence, and playing/socializing with adults, and two 30-minute programs introducing and concluding the series.

Southern Appalachian Early Intervention Program

HCEEP Demonstration Project — Funding Period: 1985-88
Fiscal Agency: East Tennessee State University

MAJOR GOAL: To provide comprehensive assessment and intervention services for handicapped infants and toddlers and their families, focusing on medical linkages, transdisciplinary assessment, rural service delivery, and transition.
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PROGRAM: The project provides educational services at the neonatal intensive care unit, at the on-campus center, or at the rural contact centers. After the child's needs are assessed, parents and project staff form an Individual Development Plan which includes center- and home-based activities. Each child is assigned a project facilitator who coordinates and monitors services from the transdisciplinary team. Home-based activities focus on stimulation, movement, pre-speech, and sensory-motor activities. Parents participate in assessment, development of the intervention plan, and implementation of recommended therapeutic interventions. The project offers three levels of parent training: 1) transition support during the child's entry into the program; 2) instruction in activities to be implemented by parents in the home; and 3) training in parenting techniques. Parents also are included in the project's advisory council.

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Fiscal Agency: Tennessee Technological University

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Early Childhood Education for the Handicapped: Medical/Educational--Birth-to-3

DPP Personnel Preparation Grant Funding Period: 1985-88
Fiscal Agency: University of Texas/Austin

TARGET OF TRAINING: Special educators and related services personnel.
TRAINING PROGRAM: The Medical/Educational training model is a field-based program which emphasizes the development of a continuum of services across medical, clinical, educational, and home settings. The model follows a holistic child development model and utilizes a transactional model of infant-parent interactions to facilitate parents' becoming their child's primary educators. The teaching team consists of university and field personnel representing medical and health needs related to early intervention with children, birth to age 3 years, who have early medical complications and extended stays in neonatal intensive care units. The program offers students opportunities to broaden their understanding of practical issues in the field through contact with community service providers from across Texas and adjoining states. Courses are offered during the summer to accommodate the schedules of special educators and related services personnel living 100-300 miles from the training site.

Texas Tech Infancy Training Program

DPP Personnel Preparation Grant Funding Period: 1987-90
Fiscal Agency: Texas Tech University Health Sciences Center

TARGET OF TRAINING: Special educators and related services personnel (nurses, occupational/physical therapists, speech/language therapists, psychologists) who will provide direct early intervention services to at-risk and handicapped infants.
TRAINING PROGRAM: The project has two goals: 1) to train infant stimulation personnel to conduct effective intervention programs for handicapped and at-risk infants in generic service agencies, such as hospitals, pediatric clinics, and community-based educational programs; and 2) to provide health professionals with an opportunity to participate with infant stimulation personnel in an interdisciplinary setting. These goals will be met by having infancy trainees interact in clinical settings with a variety of health-related professionals and participate in a series of interdisciplinary seminars. Trainee competencies will focus on assessment, intervention, integration, family support, and issues specific to minorities. The project will fund 15 full-time infancy traineeships through Texas Tech University's Department of Pediatrics; 180 nonpaid, part-time trainees also will participate in the infancy training seminar series and limited practicum experiences. The program will be evaluated using the Discrepancy Evaluation Model (DEM).

Antecedents of Language Competence and Social-Emotional Adjustments of Young Deaf Children

DID Research Grant — Funding Period: 1987-88
Fiscal Agency: University of Texas/Dallas

PURPOSE: To investigate the hypothesis that the communication problems which exist between young deaf children and their hearing mothers cause problems in mother-child relationships which, in turn, affect the development of the child's language and social abilities.
METHOD: The project will study 50 deaf children and 50 matched hearing children, who will be followed longitudinally from age 18 months to 4 years. The relationships of mothers of deaf children will be compared to those of mothers of hearing children. Individual differences in the mother-child relationship will be related to the ability of the mother and child to communicate with each other. Social and communicative characteristics of the mother-child relationship will be related to the child's subsequent language and social development. Information gained from the study is expected to be useful in designing objectives for new parent-infant intervention programs.

Extended Clinical Services Project

HCEEP Community Involvement Project — Funding Period: 1986-89
Fiscal Agency: Texas Tech University Health Sciences Center

MAJOR GOAL: To provide a model of coordinated medical and educational services through a functional curriculum encompassing hospital-based care procedures and parent-child interactions.
TARGET POPULATION: Infants in the neonatal intensive care unit who are at risk due to premature birth, and children birth to age 5 years from pediatric intensive care who are at risk due to severe head trauma.
PROGRAM: An individual educational/medical plan is developed for each child based on medical and behavioral assessments. The curriculum is implemented by primary caregivers during daily activities. Hospital intervention, provided by the nurse, focuses on clustering of care, positioning, enhancement of quiet state, and proper handling. As the child's condition stabilizes, the focus shifts to visual and auditory attending, coordinated movement, reduction of distress, and social-emotional development. Home intervention focuses on parent observation of and responsiveness to the child's cues, emphasizing language and higher cognitive processes (which are primary risk areas in medically fragile children). The project provides support to the family while the child is critically ill, and models appropriate interactions. Home visits and follow-up are provided as needed. Group discussion and opportunities for videotaping mother-child interactions for analysis are provided biweekly. The project will develop curriculum materials which highlight the "how to's" of working with critically ill infants from hospitalization through 40 months after discharge from the hospital.

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Early Intervention Effectiveness Institute

DES Research Institute — Funding Period: 1985-88
Fiscal Agency: Utah State University

PURPOSE: To examine the costs and immediate and long-term effects of early intervention; to develop and pilot-test a data collection/evaluation system which can be used on a nationwide basis for collecting information about the nature of the intervention program, characteristics of participating children and families, and costs and effects of the intervention; and to demonstrate the feasibility of field-based research which utilizes randomized designs, impartial data collection, economic evaluation, and verification of treatment implementation.
ACTIVITIES: The institute is conducting 16 longitudinal studies in which children are provided with alternative types of early intervention programs. In each study, children have been assigned randomly to one of two groups in which the type of intervention varies along dimensions of intensity/duration, age at start, or type of intervention provided. Children with a wide range of handicapping conditions (e.g., severely handicapped, visually impaired, medically fragile) have been included in the studies. Substantial effort has been devoted to identifying or developing appropriate measures of child and family functioning, including videotaped procedures as well as more standard measures.

INSITE Outreach

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: Utah State University

TARGET FOR OUTREACH SERVICES: State educational agencies, schools for the deaf and the blind, Title VI-C projects, regional educational agencies, and independent service agencies.
OUTREACH SERVICES: INSIGHT Outreach is one of four components of the SKI*HI Institute at Utah State University. The project conducts two onsite workshops for each model adoption site, with pre-training planning and assistance and post-training consultation, review, and "next steps" planning. Project staff also offer awareness activities, conduct conferences, develop curriculum materials, disseminate information, offer onsite technical assistance, and evaluate programs through a nationwide data bank.
DIRECT SERVICE MODEL: The project identifies and serves multihandicapped sensory-impaired, deaf multihandicapped, blind multihandicapped, deaf/blind multihandicapped, and severely multihandicapped children birth to age 6 years, and their families. A trained Parent Advisor visits the home weekly to provide parents with training and support. Project-developed products include curriculum materials on parent discussion, communication, developmental skills, and intervention; a home visit videotape; a training package for Certified Trainers; a handbook on developing sign communication with multihandicapped sensory-impaired children; and a complete training package for Parent Advisors, containing print and audiovisual materials.

SKI*HI Outreach

HCEEP Outreach Project
Fiscal Agency: Utah State University

Funding Period: 1987-88

TARGET FOR OUTREACH SERVICES: Direct service staff, administrators, program coordinators, and support personnel in local, state, and regional agencies.
OUTREACH SERVICES: The SKI*HI project was the first of four components that now comprise the SKI*HI Institute at Utah State University. The project conducts onsite training for model adoption sites, and offers technical assistance, awareness activities, conferences, development of curriculum materials, information dissemination, and program evaluation through a nationwide data bank. The project works with National Diffusion Network State facilitators to promote awareness and adoption of the model by educational agencies.
DIRECT SERVICE MODEL: Project SKI*HI is a comprehensive home intervention model for hearing-impaired children birth to age 5 years and their families. The model has three components: 1) child identification and case management; 2) direct services to families in communication, auditory, and language programs; and 3) ongoing audiological, hearing aid, parent group, and psychological support services. The curriculum is implemented by professional Parent Advisors during weekly home visits. The project has developed instructional, evaluation, and training materials for use in home intervention for the hearingimpaired. Among these are SKI*HI Home Visit Curriculum Manual, Home Total Communication Videotapes, Developing Cognition in Young Hearing-Impaired Children, and the SKI*HI Language Development Scale. The SKI*HI Institute conducts a biennial National Summer Conference and annual regional conferences.

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A Model for Early Childhood Special Education Program Development in Rural Settings

HCEEP Nondirected/Experimental Project — Funding Period: 1987-90
Fiscal Agency: University of Vermont

MAJOR GOAL: To develop, implement, evaluate, and disseminate a program development model for establishing or improving school district programs serving young children with handicaps and their families in rural settings.
TARGET POPULATION: Children birth to age 5 years who have or are at risk for delays in fundamental skills, and their families; and early childhood program administrators and staff, and community service providers.
PROGRAM: The model for developing community-based, comprehensive services for young children with special needs will have six components: a) a Family and Multi-Agency Planning Team; b) assessment of current early childhood special education program practices; c) comparison of current practices with identified "best practices" and prioritization of areas for program development; d) development and implementation of a plan for improving services based on priorities established by community representatives; e) implementation of best practices in the delivery of special education and related services; and f) evaluation. The model will be implemented and evaluated in ten cooperating school districts representative of rural Vermont. Project staff will provide inservice training and technical assistance to implementation sites.

Project TEEM (Transitioning into the Elementary Education Mainstream)

HCEEP Demonstration Project — Funding Period: 1985-88
Fiscal Agency: University of Vermont

MAJOR GOAL: To develop and implement a transition model for children moving from early childhood special education programs into the public school mainstream.
TARGET POPULATION: Public school personnel (Essential Early Education, kindergarten, and first grade teachers; elementary special education staff; administrators) providing educational services to handicapped preschoolers in 18 rural elementary schools.
PROGRAM: The project is involved in two activities: 1) developing a model for transitioning that can be incorporated into the local elementary school system; 2) and providing training and technical assistance to public school personnel in adopting and adapting this model. The transition model includes preparation of child and school, and a system for monitoring and remediating the child's participation in the elementary school mainstream. Training and technical assistance activities are designed to promote involvement of school personnel, development of administrative policies and procedures, and establishment of a cooperative transition planning team. Parents participate as members of the transition planning team and in the development and implementation of their child's transition plan. Instruments and procedures are being developed to measure specific indicators of program success. The project will develop a manual to assist early childhood special education programs and local elementary schools in establishing transition policies.

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Newborn/Infant Special Education and Related Services

DPP Personnel Preparation Grant Funding Period: 1986-89
Fiscal Agency: Virginia Commonwealth University

TARGET OF TRAINING: Graduate students in special education, nursing, occupational therapy, physical therapy, and social work who are in the second year of their respective masters programs.
TRAINING PROGRAM: The project provides interdisciplinary preservice education focusing on intervention with handicapped and at-risk infants and their families. The competency-based curriculum builds on the professional training each student receives in the first year of graduate study. Courses focusing on the infant address infant development and assessment, family dynamics, intervention strategies, and a supervised clinical practicum at a site offering an interdisciplinary approach. Interdisciplinary seminars also are offered. Internal and external evaluations will assess student, program, and community impact.

Influence of Parents' Behavior on Mastery Motivation in Young Children with Handicaps

DID Research Grant Funding Period: 1986-89
Fiscal Agency: University of Virginia

PURPOSE: To examine mastery motivation and competence in a sample of infants with cerebral palsy and a sample of infants without handicaps; and to examine parental behaviors that may enhance the mastery motivation of young children.
METHOD: Twenty infants age 18 months with cerebral palsy and 20 nonhandicapped infants of the same age will be given a standardized assessment of infant development and an assessment of spontaneous mastery. Since standardized assessments of cognitive tasks penalize children with poor motor ability, differences may exist between children's performance in these two measures. Mothers of these infants will complete the Parenting Stress Index, mother-child interactions will be videotaped, and information on demographic variables (parent age, socioeconomic status, level of parent education, and severity of handicap) will be collected. Background statistics will be analyzed by developing a composite score and using a multiple regression analysis. A correlation matrix will be generated to examine the relationships among constructs, and interconnections of spontaneous mastery, infant and mother temperament, infant development scores, and mothers' scores will be examined. A multivariate analysis of covariance will be conducted to determine whether there are significant differences between the handicapped and nonhandicapped infants.

CDR Outreach

HCEEP Outreach Project — Funding Period: 1982-88
Fiscal Agency: Williamsburg Area Child Development Resources, Inc.

TARGET FOR OUTREACH SERVICES: State agencies and/or interagency coordinating councils; and community-based and regional programs.
OUTREACH SERVICES: CDR Outreach will address needs for technical assistance (TA) at both the state planning level and the community service level, through an integrated outreach approach. State agencies will receive assistance in planning and implementing comprehensive service delivery systems for handicapped infants and toddlers. Training in model replication or adaptation will be provided to local sites within states that receive TA for planning services. These sites also will receive training in meeting state-set guidelines for service delivery.
DIRECT SERVICE MODEL: The Infant/Parent Program is a transdisciplinary model of services to handicapped and developmentally delayed infants, birth to age 2 years, and their families. The goal of the model is to enhance the family's coping skills and resources in order to maximize child development. The model, which was designed for use in a rural area, has two replicable components: a) Child Find, a community-based interagency approach to locating children in need of special services; and b) Transdisciplinary Service Delivery System, which features team assessment, individual family and child service plans, and case management.

Hampton University Mainstreaming Outreach Services

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: Hampton University

TARGET FOR OUTREACH SERVICES: Local school districts, Head Start programs, social service and community agencies, day care centers, and pediatricians.
OUTREACH SERVICES: The project's goal is to help schools, community agencies, and other organizations develop programs to integrate handicapped children, birth to age 8 years from diverse cultural backgrounds, into regular classrooms and community programs. Major components of the project are child find, preparation for and implementation of mainstreaming, individualized parent involvement, and agency working agreements. Training and information services are provided through workshops, conference presentations, onsite and telephone consultations, model tours, college classes, and resource materials. Training can be tailored to meet individual program or agency needs.
DIRECT SERVICE MODEL: The Hampton University Mainstreaming model integrates children, age 23 months to 6 years who have significant developmental delays, into nursery, preschool, and kindergarten classes with nonhandicapped peers. Individualized and culturally appropriate educational objectives are incorporated into daily classroom routines. The mainstreaming resource teacher serves as a model in the classroom and helps facilitate transition. Parents participate according to individual needs and interests. Products include training and awareness materials dealing with mainstreaming, cultural diversity, transition, collaboration, and social interaction assessment.

Project Trans/Team

HCEEP Inservice Training Project Funding Period: 1986-89
Fiscal Agency: Child Development Resources, Inc.

MAJOR GOAL: To provide inservice training and technical assistance in the transdisciplinary model to programs for developmentally delayed or handicapped infants and their families; to disseminate information about Project Trans/Team and its services to local, state, regional, and national audiences; and to design, develop, and package for dissemination training units in the transdisciplinary service model and related early intervention topics.
TARGET POPULATION: Early intervention program staff.
PROGRAM: Several states have requested the assistance of this project in identifying service delivery models and in providing training and technical assistance to local programs. Because Project Trans/Team training is based on the transdisciplinary approach, and because this approach requires a shared philosophical and personnel commitment, the project has detailed criteria for site selection. The project will provide inservice training to meet program development needs and to ensure that local program development is consistent with state planning efforts. All training and technical assistance is individualized to meet site requirements. The family is included as equal members of the transdisciplinary team. Dissemination to stimulate training sites will be aimed at specific audiences, such as local agencies and interagency councils. Other dissemination activities will be aimed at a more general audience. The project will design and develop inservice training units in the transdisciplinary model and other related early intervention program topics. Training materials will be field-tested before commercial dissemination.

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Interdisciplinary Infant Training Program

DPP Personnel Preparation Grant — Funding Period: 1985-88
Fiscal Agency: University of Washington

TARGET OF TRAINING: Graduate students in physical therapy.
TRAINING PROGRAM: The project offers preservice interdisciplinary training in the competencies needed by physical therapists to work in highly specialized pediatric settings. The infant specialization track in the BS/MPT program in the Division of Physical Therapy at the University of Washington was initiated in the 1985-86 academic year. Masters-level students receive practicum training in assessment and intervention for high-risk and handicapped infants. Students also complete clinical internships at the Clinical Training Unit (CTU) and the Experimental Education Unit. Four masters-level students each year are selected for training stipends in the infant specialization track. Other activities are ongoing, such as the development of new media materials for the program and providing internships for community professionals in the Neonatal Inservice Care Unit Follow-up Program at the CTU.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

DPP Personnel Preparation Grant — Funding Period: 1987-92
Fiscal Agency: University of Washington

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: The project will develop a masters-level training program to prepare students to meet the specialized needs of handicapped and at-risk children, birth to age 3 years. The early childhood infancy specialist program will emphasize development in the early years of life, the role of the family in the child's development, effective interventions, and the interdisciplinary nature of service delivery to infants and young children. Competencies addressed include typical and atypical development, screening and assessment, program implementation, interdisciplinary cooperation, family systems, and the transactional approach. Practicum placements will offer trainees experience in demonstration programs for infants and their families and in community programs. Five to 15 students will be admitted to the program each year.

Communicative Interactions of Mildly Delayed and Nonhandicapped Preschool Children in Mainstreamed Settings

DID Research Grant — Funding Period: 1987-88
Fiscal Agency: University of Washington

PURPOSE: To investigate communication interactions that occur between preschool children (disabled and nondisabled).
METHOD: Interactions will be investigated during play groups which the children attend. The project will collect information on the ability of mildly delayed and nonhandicapped children to adapt to communication interactions.

Longitudinal Comparison of Two Preschool Instructional Models

DID Research Grant — Funding Period: 1984-88
Fiscal Agency: University of Washington

PURPOSE: To examine the short-term and long-term impact of two contrasting models of instruction (direct instruction and cognitively based instruction) for handicapped preschoolers who are mentally retarded, learning disabled, and language impaired.
METHOD: Pre-test and post-test measures of academic, social, and cognitive development will be conducted for subjects involved in the DISTAR program (direct instruction model) and in Feurstein's Mediated Learning program (cognitively based instruction model) for an average 3-year testing program.

The Childhaven Project

HCEEP Nondirected/Experimental Project — Funding Period: 1987-90
Fiscal Agency: University of Washington

MAJOR GOAL: To examine the effects of therapeutic day care and family supports on families of handicapped and high-risk children who are victims of abuse or neglect; and to outline policies for prevention and intervention strategies for children who are abused or neglected.
TARGET POPULATION: Children age 1 month to 5 years who are at risk for developmental delay due to physical and social factors in their environment, including parental mental retardation or psychiatric disorder, parental substance abuse, suspected child abuse or neglect; and their families.
PROGRAM: Childhaven, a nonprofit treatment and day care center for abused and neglected children, provides therapeutic interventions designed to encourage child-initiated activities and exploration of the environment, and offers parent training, counseling, transportation, and case management. The project will conduct two studies: a) a retrospective study to follow up on families that have received Childhaven services, focusing on child placement, child progress, family stability, and subsequent service utilization; and b) a prospective study to address the impact of specific interventions on recipient families. Data from both studies will be used to document policy recommendations regarding the timing, nature, and cost-effectiveness of various child and parent interventions.

Coordinated Services for Young Handicapped Children

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: University of Washington

TARGET FOR OUTREACH SERVICES: State educational agencies, Head Start RAPs, public school districts, birth-to-3 projects, interagency councils, and local agencies involved in birth-to-3 and special education activities.
OUTREACH SERVICES: The project conducts awareness activities, including consultations and workshops, with state-level personnel and RAPs in a five-state area. After state-level contacts are made, the project provides assistance on the regional and local level that brings together interagency groups and addresses their specific transition issues. Services may include provision of project manuals, workshops and training to facilitate development of local strategies, and suggestions for adapting or modifying the manuals for local use.
DIRECT SERVICE MODEL: The project's two manuals offer model procedures to promote coordinated delivery of education, health, and social services to preschool handicapped children by child service agencies and local school districts and to facilitate transition between programs. Each manual offers a variety of strategies to resolve identified barriers to service delivery across issue areas. The Concurrent Services Model addresses identification and awareness, communication among service providers, individualized planning, communication with parents, and evaluation of concurrent services activities. The Early Childhood Interagency Transition Model addresses transfer of records, timing of transition events, awareness of programs (between sending and receiving placements and in the community at large), parent involvement, and post-placement follow-up.

ECHI: Early Childhood Home Instruction Program for Young Hearing-Impaired Children and Their Families

HCEEP Outreach Project — Funding Period; 1987-88
Fiscal Agency: University of Washington

TARGET FOR OUTREACH SERVICES: Public school personnel, early childhood specialists, and staff of a center for the deaf and hearing-impaired. Plans are underway to extend services to community service centers, developmental centers, and educational service districts.
OUTREACH SERVICES: Training in replication of the ECHI model includes an initial workshop at ECHI's administrative site; periodic onsite training; and a final workshop to provide follow-up training and planning of post-outreach services.
DIRECT SERVICE MODEL: The model provides home-based instruction for hearing-impaired children birth to age 3 years and their families, many of whom reside in rural areas. Weekly home visits focus on training parents to facilitate their child's language acquisition through the use of signed English, amplification, auditory training of the child's residual hearing, and facilitating development of cognitive skills. Children receive weekly classroom training, and parents attend weekly presentations on specialized topics. Services are coordinated with the child's receiving educational agency to ensure a smooth transition to an appropriate program at age 3 years.

Family Empowerment Project

HCEEP Community Involvement Project — Funding Period: 1987-90
Fiscal Agency: Washington PAVE

MAJOR GOAL: To empower parents of handicapped or at-risk children to access, utilize, and coordinate countywide community resources; and to provide comprehensive countywide planning for delivering a continuum of services for at-risk and handicapped preschoolers.
TARGET POPULATION: Families of children birth to age 6 years who have or are at risk for handicapping conditions.
PROGRAM: The Family Empowerment Project is a collaborative effort between Washington PAVE, a parent-directed organization, and the Pierce County Health Department. The project will demonstrate a model program in which parents serve as paid paraprofessional Family Resource Coordinators (FRCs) to assist families with newly identified at-risk or handicapped children in locating appropriate child and family resources and utilizing existing community services. FRCs will be provided with support from Health Department consultants and from the Pierce County Coordinating Council. The project will develop guidelines for individual family service plans, training materials for FRCs, comprehensive screening for finding eligible children, and a tracking system to monitor child and family services. Activities of the Family Empowerment Project build on those already underway through volunteer interagency cooperation.

RAMPP: Rural Area Model Preschool Project

HCEEP Least Restrictive Environment Project Funding Period: 1986-89
Fiscal Agency: Washington State University

MAJOR GOAL: To create a model of program development that enables existing preschools in rural communities to successfully accommodate children with special needs.
TARGET POPULATION: Preschool handicapped children in rural eastern Washington, and their families.
PROGRAM: The project emphasizes a model of program development, rather than a model program of direct intervention services. The model has several components: a) a procedure for adapting and extending curricula already in use in existing preschools to meet identified needs of handicapped children; b) a process of individualized family support and consultation to facilitate the child's integration into the community; c) intervention procedures for facilitating social/communicative interaction between handicapped and nonhandicapped children in integrated preschool settings; d) a training program for teachers, administrators, parents, and other community members; and e) a process of self-study and evaluation of local needs. The project emphasizes a flexible approach to least restrictive placement based on local needs and existing resources. Model components are being field-tested in eastern Washington.

Transactional Family Systems Model

HCEEP Severely Handicapped Infant Project Funding Period: 1986-89
Fiscal Agency: University of Washington

MAJOR GOAL: To develop a home-based, individualized family intervention program for severely handicapped infants and their families.
TARGET POPULATION: Infants birth to age 24 months who are diagnosed as severely handicapped or medically fragile, and their families.
PROGRAM: The model focuses on the family system and family interactions across time. Family intervention activities provide opportunities for each family member to develop positive patterns of interaction with the infant. Services begin when infants are discharged from the neonatal intensive care unit or are otherwise identified as having a severe handicap. Project staff observe infant behaviors and develop individualized therapy and educational activities that can be implemented at home by family members. During weekly home visits, a team of service providers observes parent-child interactions, discusses parents' developmental expectations for their infant, and suggests appropriate developmental activities that can be implemented in the infant's daily routine. The effectiveness of various components of the intervention and the cost effectiveness of variations in the service model will be evaluated. The project offers a variety of support services to promote family independence, including a directory of local resource and community support groups.

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Intensive Team Training

HCEEP Demonstration Project — Funding Period: 1985-88
Fiscal Agency: Marshall University

MAJOR GOAL: To develop and disseminate a comprehensive training program designed to serve young children with autism, their families, and service providers; and to document the effectiveness of the team training program in meeting individual family needs in rural communities.
TARGET POPULATION: Autistic or autistic-like children age 2 to 6 years, and their families.
PROGRAM: The project trains teams to carry out educational interventions. These teams consist of the child, the parent or guardian, and relevant personnel, such as preschool teachers, day care providers, relatives, and local education agency (LEA) personnel. An individual training plan (ITP) is developed for each child and family. Following initial training, intervention programs are conducted in the home or school as appropriate under the guidance of project staff. The project maintains regular contact throughout the preschool years until transition to the LEA is complete. Adults on the team receive training in generalized behavior management and instructional techniques. Through discussion, modeling, in viva practice with videotaped feedback, and print materials, trainees acquire skills in using instructional delivery, question asking, prompts, shaping and chaining, reinforcement and other consequences, and discrete trials. The project also provides advanced individualized training for specific needs identified on the ITP.

West Virginia Early Childhood Consortium (WVECC)

HCEEP Outreach Project — Funding Period: 1987-88
Fiscal Agency: Summit Center for Human Development

TARGET FOR OUTREACH SERVICES: Early intervention programs in West Virginia which are funded through Chapter 1 under the Department of Education, the West Virginia Developmental Disabilities Planning Council, and the Department of Health.
OUTREACH SERVICES: WVECC represents a collaborative effort among three established early childhood programs in West Virginia: Providing Educational Programs to Special Infants (PEPSI), Developmental Learning Program, and Infant and Early Childhood Developmental Program. The project provides technical assistance (TA) and training to help early intervention programs in the state develop and implement comprehensive service delivery systems for families of at-risk and handicapped children. Outreach services address components of PEPSI's service model, as well as referral and assessment, direct services to children (home-based and center-based), parent/family services, services to infants in intensive care, and program evaluation.
DIRECT SERVICE MODEL: The PEPSI model serves children birth to age 5 years who are at risk or have developmental disabilities due to developmental, socioeconomic, environmental, and psychological factors. Model efforts center on three areas: prenatal intervention with parents; neonatal screening for aberrant parent-infant interactions; and postnatal interventions to promote healthy parent-child interactions, monitor child development, and assist in transition to public school services.

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Project LIFT: Linking Infants and Family Together

HCEEP Severely Handicapped Infant Project Funding Period: 1986-89
Fiscal Agency: Cooperative Educational Service Agency #5

MAJOR GOAL: To provide effective, comprehensive services for infants with severe multiple handicaps; to extend and strengthen support for family systems; and to maintain family cohesion.
TARGET POPULATION: Infants birth to age 36 months with severe multiple disabilities, and their families in rural south central Wisconsin.
PROGRAM: The program for infants has three components. Responsive Play establishes infant control in social interactions. Making Things Happen provides infants with control over their physical environment by integrating intervention activities into daily routines and predictable settings. Functional Abilities establishes goals for infant developmental competencies and functional skills. Each family's individualized family service plan is designed to provide multiple opportunities for infant initiation, control of environmental events, and reciprocal social interactions with the family. The project's parent component has four goals: to promote family adjustment to their infant; to help the family function more effectively by reducing stress; to expand social supports through parent-to-parent matches, self-help, and support and advocacy groups; and to increase parent knowledge and use of community resources. Parent-infant interactions are videotaped quarterly to provide feedback for modifying intervention goals and parent-infant behaviors.

Portage Project

HCEEP Outreach Project Funding Period: 1987-88
Fiscal Agency: Cooperative Educational Service Agency #5

TARGET FOR OUTREACH SERVICES: Agencies interested in implementing comprehensive home- or classroom-based services for preschool children, age 3 to 6 years, with special needs. Agencies may include public schools, Head Start, day care centers, and other social service and health-related agencies.
OUTREACH SERVICES: Training and technical assistance are provided to sites implementing all or some of the components of the model either onsite or through workshops. The Portage Classroom Curriculum serves as the basis for training workshops for agencies serving handicapped and nonhandicapped preschoolers. The unit-based curriculum stresses child initiation, independence, and positive social interaction, and includes training in protective behavior skills. Auxiliary modules address such topics as working with parents, successful transitioning, and preventing behavior problems.
DIRECT SERVICE MODEL: The Portage Early Intervention Model is a structured, data-based, individualized program addressing developmental and functional skills. Home visitors help parents assess their child's skills in five developmental areas, target emerging skills, define appropriate teaching techniques, and evaluate the child's performance. A classroom/home option is offered for children entering kindergarten. Products include Portage Guide to Early Education (English and Spanish versions), Portage Home Teaching Handbook, Portage Classroom Curriculum, Portage Parent Program, Get a Jump on Kindergarten, and competency-based training modules for day care personnel.

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INDEX

The index provides a guide to program categories, indicating the number of projects in each category for each state or governing entity. Page references are keyed to the listing page of the state or governing entity in which those projects are located. Abstracts for projects in a given state or entity follow the directory page for that state.

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